DOCUMENT RESUME

ED 167 736 CE 019 284

TITLE	Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH60129
PUB DATE	30 Jun 77
CONTRACT	300-76-0331
NOTE	103p.; For related documents see CE 019 285-286, ED 132 284, ED 138 786, and ED 160 785-787 ; Best copy available
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Career Awareness; Career Development; *Career Education; Changing Attitudes; *Consortia; Decision Making; Elementary Secondary Education; *Evaluation; *Information Dissemination; Inservice Education; Interschool Communication; Leadership Training; Methods; *Needs Assessment; Newsletters; Occupational Guidance; Program Evaluation; *Program Improvement; Questionnaires; Self Actualization; State School District Relationship; Work Attitudes
IDENTIFIERS	Education Amendments 1974; Wisconsin

ABSTRACT

To demonstrate career education methods and procedures, seven Wisconsin school districts were chosen to participate in an incremental improvement project. Project activities were conducted district-wide and by individual districts. District-wide dissemination activities involved promoting demonstration packets and assessment/evaluation (AE) instruments; sharing methods, materials, and expertise with consortium districts and others; and publishing a newsletter delivered to Wisconsin districts and others. Additional activities included working toward self-imposed incremental improvement criteria and a common set of desired learner outcomes. Evaluation activities entailed fostering acceptance of evaluation as a tool, disseminating the AE kit, further testing of kit instruments, and surveying packet and kit users. Leadership activities included state education agencies' facilitation of consortium products dissemination and consortium help in developing administrative leadership in their own and partner districts. Two of the many individual district activities involved funding in the Eau Claire district of sixteen mini-proposals to improve self-awareness, career awareness, and decision making skills, and the Watertown district's provision of a one-week workshop for thirty-four K-adult staff members. Third-party evaluation indicated that most consortium-wide and district objectives were achieved. (Appendixes contain a project profile, AE kit questionnaire results, and other project related materials.) (Author/CSS)

ED167736

BEST COPY AVAILABLE

FINAL PROJECT PERFORMANCE REPORT

WISCONSIN K-12

CAREER EDUCATION CONSORTIUM

Volume I of two volumes.

Project No. 554AH60129
Contract No. 300760331

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June 30, 1977

Funded through a grant from the Office of Career Education, U.S. Office of Education, Department of Health, Education and Welfare pursuant to Education Amendment of 1974, Section 406, Title IV, Public Law 93-380.

CE 019 284

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

CAREER EDUCATION PROGRAM

1. Project No.: 554AH60129	2. Contract No.: 300760331	3. Nature of Report: __ Semi-annual X Final
4. Project Title: K-12 Consortium for Improving Career Education		5. Period Covered by this Report: From: 7/1/76 To: 6/30/77
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): X Incremental ___ Settings ___ Populations ___ Training ___ Communications ___ State Plan		
7. Project Director: Robert S. Meyer	8. Grantee/Assistance Contractor Institution: Wisconsin Department of Public Instruction 126 Langdon Street Madison, WI 53702 (608) 266-8837	

FINAL PROJECT PERFORMANCE REPORT

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM

TABLE OF CONTENTS

Volume I

A. Abstract vii

B. Introduction 1

C. Report on Consortium as a Whole 3

9. Major Activities 5
10. Project Participants 15
11. Evaluation 15
12. Anticipated Changes and/or Problems 17
13. Dissemination Activities 17
14. Special Activities 17
15. Appendix 19

See Volume II for Reports from Consortium Districts:

1. Eau Claire
2. Kimberly
3. Madison
4. Oregon
5. Shawano
6. Sheboygan
7. Watertown

ABSTRACT

FINAL REPORT
WISCONSIN'S K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

1. Project No. 554AH60129
2. Contract No. 300760331
3. Abstract of Final Report
4. Project Title: K-12 Consortium for Improving Career Education
5. Period Covered: July 1, 1976 through June 30, 1977.
6. Category of Project: Incremental Improvement
7. Project Director: Robert S. Meyer
8. Grantee: Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
Participants: The Wisconsin Department of Public Instruction and the public school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, Wisconsin.

NOTE: The length of this abstract is due to the fact that it covers eight units, one for the consortium as a whole and one for each of the seven school districts in the consortium.

9. Major Activities

a. DISSEMINATION. Consortium-wide activities included:

(1) Publicizing, displaying, and/or presenting sectionals on consortium's 20 demonstration packets and kit of 18 assessment and evaluation instruments in various publications and conferences, including the National Conference for Career Education in November, 1976; and filling more than 600 resulting orders for these materials.

(2) Sharing methods and materials with "partner" school districts, and assisting them with various activities such as inservice programs and assessment of needs.

(3) Providing assistance to others upon direct request or upon referral from the state department.

(4) Publishing a consortium newsletter which goes to all Wisconsin districts, to all USOE career education project directors, and to all state coordinators of career education.

b. IMPROVEMENT. All seven school districts in the consortium worked toward self imposed criteria for incremental improvement in career education and provided assistance to other districts in their efforts to improve career education. LEA reports indicate continued improvement.

c. LEARNER OUTCOMES. All seven consortium school districts worked toward a common set of desired learner outcomes. LEA reports indicate encouraging results.

d. EVALUATION. Consortium activities included:

(1) Helping all seven districts acquire more positive attitudes toward and a greater understanding of evaluation through a variety of evaluation activities to meet their needs. The project's half-time evaluation consultant worked with each district, acquainting them with basic evaluation designs and procedures.

(2) Giving wide dissemination to the assessment and evaluation kit developed the previous year, along with the demonstration packets. (See comments under 9a. Dissemination.) Two printings of 150 each were exhausted by the end of the project year.

(3) Further field testing of many of the instruments in the AE Kit in this second project year. As a result, some were revised for the second printing in December, 1976. Others were revised for a third edition.

(4) Surveying users of both the demonstration packets and the AE Kit. Results indicated they were well received and useful.

(5) Cooperating with NTS. One member of the consortium, the Madison Metropolitan School District, was selected to participate in the national assessment of career education by NTS (National Testing Service).

Note: See additional comments under 11. Evaluation.

e. LEADERSHIP. Activities included:

(1) SEA leadership in facilitating dissemination of consortium products.

(2) Consortium district leadership in helping to develop administrative leadership in their partner school districts as well as their own.

f. OTHER IMPORTANT ACTIVITIES. One of the highlights of the year was an inservice seminar for SEA personnel provided by consortium practitioners. The theme of the seminar was "Using Career Education Strategies to Improve Educational Outcomes and Facilitate Individual Career Development."

g. LEA ACTIVITIES. In addition to working together on the above common objectives, each consortium district was engaged in activities to meet its own needs and objectives.

(1) Eau Claire continued to invite individual, group, or building mini-proposals within its district. Sixteen varied mini-proposals were funded which provided rewarding results in self awareness, career awareness, and decision-making skills. School counselors showed considerable growth in developing

career guidance activities and assisting students with educational and vocational decisions. Emphasis on placement was continued with a placement counselor from the area Job Service Office spending 100% of her time in their two high schools. Eau Claire reports that "students generally feel good about themselves, their school, community and work."

(2) Kimberly continued to develop its comprehensive career education program and increase the involvement of its guidance staff in assisting both students and staff in career education activities. Use of community resource persons far exceeded their objectives; and considerable progress was made in improving communications between school and community through the appointment of a half-time career education coordinator. An increasing number of students are continuing their education in the area's vocational-technical post-secondary school. Kimberly has provided much assistance to its partner district.

(3) Madison appointed career education coordinators in each of its four high schools. They provided excellent leadership and assistance to counselors and teachers and developed career resource centers in each high school. The Madison schools have been searching out career education implications within existing data sources for use in planning changes in their high schools. Their Business and Education Council continued to function productively. Several high school students were placed in experience-based learning sites during the year, with special attention given to opportunities for minority and disadvantaged youth. A coordinator was hired to administer Ohio State's Alliance for Career Education in their middle schools. They implemented the second phase of the career planning system in all 30 middle schools and continued to use 12 career exploration simulations. The basic skills-career education materials developed the previous year were transported to all elementary schools.

(4) Oregon's staff updated its original career education curriculum guide and plans to increase guide utilization. The consortium-wide "learner outcomes" were given careful consideration in the revision of their guide. More than 62% of their senior class was involved in various work experience programs. Both elementary and secondary teachers engaged in more career education classroom activities, and more parents became involved. High school students had a Swap Day with their parents in which they learned about their parents' work and parents learned about work in school. Oregon has helped its partner district with inservice and assessment of needs.

(5) Shawano continued to progress in integrating career education with its curriculum by including it in nine additional courses. Five previously integrated programs were updated. Emphasis was placed on gathering data to evaluate effectiveness of specific programs as well as fully using data from the Wisconsin

Senior Survey and their five year follow-up studies. Several school-community supportive functions and services outside of the curriculum were also increased. Of special note was the development of career education activities for parents and children in the home. A joint workshop was held in June for staffs of the Shawano-Gresham School District and its two partner schools.

(6) Sheboygan produced a career education community business and industry resource guide and increased its use of community resources. They also surveyed 1975 and 1976 graduates to assess the effectiveness of their career education programs. The staff has continued expansion of integration with instructional programs. Twenty-five high school juniors and seniors participated in a half-day "shadowing" experience, observing workers in occupations of interest to them. Their Career News was continued as a means of sharing career education experiences throughout the school district and beyond, with different editions for elementary and secondary teachers. An inservice workshop was conducted for elementary school counselors, pyschologists, and social workers. Special efforts were made to provide equal opportunities for physically and mentally handicapped students and to reduce stereotyping in materials and programs. A long range (five year) plan for career education has been completed. Extensive assistance has been provided its partner district.

(7) Watertown provided a one week workshop for 34 K-Adult staff members in which they spent one day of orientation to area business and industry, three days in business and industries of their choice, and a fifth day in sharing and evaluating their experiences. An excellent slide/tape presentation on this experience of teachers and counselors in business and industry was produced for use with community groups. Another result was increased use of community resource persons. Teachers' logging of activities helped to identify several activities related to career education. Some senior citizens are tutoring elementary school children and helping Vietnamese and Laotian families develop their English reading skills. New career education materials were purchased for use at all levels. Some Watertown and partner school staff took advantage of a graduate level extension course in career education taught for UW-Stout by the local project director.

10. Project Participants

Each consortium district completed the prescribed participant summary form, and these reports were combined for a consortium-wide report. Differences in populations served by the LEAs can be noted. All but one district felt they could report their entire enrollment as being directly involved. Thus, this compilation includes total enrollments of all seven school districts.

11. Evaluation

See comments concerning activities related to consortium's four evaluation objectives in section 9. Major Activities.

The project's half-time evaluation consultant worked closely with the seven consortium districts in helping them with internal evaluation of their programs. As indicated earlier, several of their instruments, together with his suggestions concerning assessment and evaluation, are included in the consortium's Kit of Assessment and Evaluation Instruments.

A separate Third Party Evaluation Report is available from Dr. Orville Nelson, Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, Menomonie, Wisconsin 54751. The report indicates that almost all of the consortium-wide objectives and individual district objectives were achieved.

12. Anticipated Changes and/or Problems

Late USOE notification of project awards continues to create problems in planning and implementing activities to meet objectives.

The consortium plans to change its focus from incremental improvement to training and retraining in 1977-78. To accomplish its new objectives, two teacher and counselor training institutions will be added to the consortium.

13. Dissemination

See comments concerning activities related to the consortium's four dissemination objectives in section 9. Major Activities.

14. Special Activities

Madison has shown continued leadership in providing activities to reduce role stereotyping. For example, note Madison East High School's report on its "Womens' Week". However, all LEAs in the consortium are fully sensitized to stereotyping and are making strong efforts to reduce it. All are attempting to provide equal opportunities in career education for all individuals, regardless of age, sex, ethnic background, or disadvantaged, handicapped or gifted status.

FINAL PROJECT PERFORMANCE REPORT

Wisconsin K-12 Career Education Consortium

June 30, 1977

Project No. 554AH60129 Contract No. 300760331

A. INTRODUCTION

The title of this project is "K-12 Consortium for Improving Career Education". The seven school districts in the consortium with the Wisconsin Department of Public Instruction are: Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. These districts represent one large school system, two medium sized systems, and four small school districts. All consortium members qualified as having the capability of demonstrating successful career education methods and procedures.

The contract award of $199,212 was distributed as follows:

	Initial Distribution	Final Distribution
Eau Claire	$ 25,000	$ 26,500
Kimberly	15,340	16,340
Madison	48,000	50,000
Oregon (Wis.)	14,798	15,798
Shawano	15,000	16,000
Sheboygan	25,219	26,719
Watertown	15,855	16,855
Consortium as a whole	40,000	31,000
	$199,212	$199,212

The local directors of the consortium have visited all other member school districts and are familiar with each others' settings and programs; and they have operated on a three month rotation of meetings, conference telephone calls, and on-site visits by the project director and the project's evaluation specialist.

See appendix A for project profile and appendix B for minutes of meetings and conference calls. (Bylaws for the consortium are attached to the minutes of the December meeting.)

REPORT ON CONSORTIUM

AS A WHOLE

12

B. REPORT ON CONSORTIUM AS A WHOLE

9. Major Activities Related to Objectives;

a. Dissemination Objectives

The first set of objectives for the consortium as a whole was concerned with dissemination; namely:

(1) to involve the Wisconsin Department of Public Instruction in publicizing the availability of consortium products.

(2) to share assessment and evaluation instruments developed during the first year of the consortium with all interested schools in state and nation during a second year of operations.

(3) to share demonstration packages developed in first year's project with interested schools in state and nation.

(4) to share other career education ideas, methods, and materials among consortium members and with other interested schools in state and nation upon request.

Activities Related to Dissemination Objectives.

(1) A listing of 15 demonstration packets and 18 assessment and evaluation instruments produced by the consortium in 1975-76 appeared in the August 1976 issue of the monthly newsletter published by the Wisconsin Department of Public Instruction and sent to all school administrators in the state. (See first four pages in appendix C.)

Each fall a catalog of DPI publications is distributed to all school districts by the Wisconsin Department of Public Instruction. The above materials on career education were included in the November 1976 catalog. (See first two pages in appendix D.)

(2) and (3) In addition to publicizing the availability of consortium products through the June issue of the consortium's newsletter (going to all Wisconsin school districts and all state directors/coordinators of career education) and the above state department publications, 20 demonstration packets and a kit of 18 assessment and evaluation instruments were displayed at the National Conference for Career Education, November 7-10, 1976. Order blanks were provided at the display table and more than 200 orders were completed at the conference. Others took blanks with them and mailed orders in at a later date. Many requests were also received as a result of displays at the State Superintendent's Annual Conference for Directors of Instruction and/or Curriculum Development in September, and the Annual Convention of the Wisconsin Personnel and Guidance Association in October.

Displays and/or sectional presentations have also been made at the:

. Wisconsin School Board Convention on January 19-21, 1977;
. Milwaukee Suburban Guidance Conference on February 3, 1977;
. UW-Stout Guidance Conference on February 10, 1977; and
. Wisconsin Special Education Teachers' Conference on February 11, 1977.

(4) Materials produced by consortium members were shared with all other consortium districts, who provided feedback and suggestions for improvement. Ideas were also shared among representatives from consortium districts through meetings and conference calls.

All consortium members have provided assistance to "partner schools" this project year. (See article, Appendix E)

Consortium District	Partner District
Eau Claire	Stevens Point
Kimberly	Weyauwega
Madison	Middleton
Oregon (Wis.)	McFarland
Shawano	St. James and Sacred Heart, both in Shawano
Sheboygan	Port Washington
Watertown	Marshall, Waterloo, and Waukesha

One of the most productive activities of the year was the joint effort of the Department of Public Instruction, the seven consortium districts, their ten partner districts, and two universities in the development of a training and retraining proposal for 1977-78. This, more than any other activity gave the respective representatives a feeling of belonging to a dynamic group with almost unlimited potential for affecting future education.

In addition, the consortium has provided assistance to others upon direct request or upon referral from the state department. As requests for help with specific areas of career education are received by the project director in his role of State Supervisor of Career Education, he often refers these requests to one of the consortium members.

Another means of sharing ideas and methods has been the publication of a consortium newsletter. (See newsletters in Appendix F.)

Each week throughout the year, requests for information from state and nation concerning the Wisconsin Consortium Project

and/or Career Education in Wisconsin are answered by sending a packet of materials including:

Two brochures:
- Wisconsin Career Education Consortium
- K-12 Career Education in Wisconsin

Articles:
- Career Education Impact: the Eau Claire Experience (a consortium district)
- Transportable Career Education Ideas (also from Eau Claire)
- Career Education, An Opportunity for Counselors and Teachers to Work Together
- The Jaycee's Role in Career Education
- The Parent's Role in Career Education

Conference Handouts:
- Abstract of first year's final report of consortium project
- Profile of second year's consortium project
- Two sided order blank for consortium products (demonstration packets and assessment and evaluation instruments)
- Conceptual Base and Definition (pages from Wisconsin's Proposal for the Development of a State Plan for Career Education)
- A listing of over 60 local career education curriculum guides (based on state guide)
- Career Education, a Position Statement of the Council of Chief State School Officers
- Sequence for Local Implementation of Career Education
- Suggested Sequence for Implementing and Integrating Career Education in the Classroom
- The Vocational Educator's Role in Career Education

b. Improvement Objectives

A second group of objectives was concerned with improvement in career education; namely:

(1) to continue consortium members' growth in career education by establishing and working toward local criteria for incremental improvement in career education, based upon individual district needs. (See LEA objectives section for criteria.)

(2) to help other school districts assess their current status in career education.

(3) to assist other school districts in developing quality career education for all male and female students, and including disadvantaged, handicapped, and minorities.

Activities Related to Improvement Objectives.

(1) See LEA reports concerning activities and progress toward meeting their self-imposed criteria for incremental improvement.

(2) Instruments produced by the consortium in 1975-76 have been used to help partner schools and others assess their current status in career education. For example, Oregon has helped McFarland, Sheboygan has helped Port Washington, and Watertown has helped Waukesha assess their status, using instruments from the consortium's Assessment and Evaluation Kit. Others who have requested and received the AE Kit have no doubt found its instruments of help to them.

(3) The project director has shared materials with all local directors on role stereotyping, and all members of the consortium have a strong commitment to provide career education for all students. They have made conscious efforts to use career education as a vehicle for reducing sex and minority role stereotyping. This is reflected in both written and audiovisual materials they have produced, and these have proven of value to their partner schools and other schools requesting assistance.

The consortium provided a sectional on Career Education for Students with Special Needs at a State Convention of Administrators and Teachers of Special Education on February 11, 1977.

c. Learner Outcome Objectives

The third set of objectives was concerned with learner outcomes; namely:

(1) to further improve C.E. activities aimed at developing positive attitudes toward learning, and improving individual educational achievement.

(2) to further improve C.E. activities aimed at developing positive attitudes toward self and an awareness of one's interests, aptitudes, needs, and values.

(3) to further improve C.E. activities aimed at developing positive attitudes toward work and a broader awareness of occupations and the world of work.

(4) to further improve C.E. activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.

(5) to further improve C.E. activities aimed at developing career planning and decision-making skills.

(6) to document that the above strategies have made a positive impact on students.

Activities Related to Learner Outcome Objectives.

See LEA reports concerning activities and progress toward meeting these learner outcome objectives.

d. Evaluation Objectives

The fourth group of objectives was concerned with evaluation; namely:

(1) to foster a greater acceptance, among practitioners, of evaluation as a tool for improving career education strategies.

(2) to acquaint practitioners with basic evaluation designs and procedures.

(3) to focus on measuring the impact specific career education strategies have on students.

(4) to provide local districts with improved instruments for measuring student impacts, processes, and needs.

Activities Related to Evaluation Objectives. (See article in appendix G.)

(1) and (2) Varied and numerous activities during the project year have helped the consortium to achieve objectives (1) and (2). Wide distribution of approximately 300 copies of the assessment and evaluation (AE) kit developed by the consortium has contributed significantly toward attainment of these two objectives. Several major sections of the kit discuss the purpose and importance of evaluation, basic evaluation guidelines and procedures, and selected evaluation designs appropriate for career education. The AE kit was prominently displayed at a number of conferences during the year including the annual meeting of the Wisconsin Personnel and Guidance Association, the State Superintendent of Public Instruction's Annual Conference for Directors of Instruction and/or Curriculum Development, the Commissioners National Conference on Career Education in Houston, Texas, and the University of Wisconsin-Stout Annual Guidance Conference. The consortium's evaluation consultant was available

during portions of all these conferences to discuss contents and use of the AE kit with interested career education practitioners.

On many occasions during the project year the consortium's on-site evaluation consultant made formal or informal presentations on evaluation and engaged groups of career education practitioners in discussion of the subject. The following are examples of these activities:

> Evaluation issues and strategies were a principal topic of discussion in a graduate level extension course in career education for educators from the Watertown school district and its partner districts of Marshall and Waterloo.
>
> Members of the Career Education Advisory Committee in the partner district of McFarland devoted an entire evening meeting to learning about needs assessment and evaluation and initiated plans for a comprehensive local needs assessment.
>
> Teachers updating the career education curriculum guide in Oregon discussed the evaluation concerns of various grade levels.
>
> The third party evaluator and on-site evaluator consultant made a joint presentation on techniques in needs assessment and evaluation, and the use of resulting data in decision-making at the Commissioner's National Conference on Career Education in Houston.
>
> The on-site evaluation consultant, project director, and representatives of consortium districts have met with representatives of most partner districts to discuss the importance of local evaluation, introduce the contents of the AE kit, and acquaint them with some of the general steps and procedures in needs assessments and evaluations.
>
> Evaluation and development of the AE kit to meet evaluation needs of local districts was one of the subjects addressed during a panel presentation by consortium members at the University of Wisconsin-Stout Annual Guidance Conference.

As a result of these varied activities, the evaluation consultant and consortium district representatives have sensed more positive attitudes toward and a greater understanding of evaluation among many practitioners, particularly those working in consortium districts. A growing number of locally initiated evaluation efforts has been observed among the consortium and partner districts this year, and many local district personnel have been actively applying knowledge they

have gained in working with the evaluation consultant, third party evaluator, and others. The following are examples of assessment and evaluation activities initiated within the local districts this year:

The consortium and third party evaluator assisted the Port Washington and McFarland partner districts in designing, implementing, analyzing, and interpreting comprehensive local career education needs assessment.

Watertown evaluated guidance services and career exploration at the junior high school level.

Shawano evaluated parental involvement in career education at several different grade levels.

Shawano evaluated the short term work experience program it initiated for some high school students.

(3) All seven consortium districts have been striving to measure the student impacts of their various career education strategies. In some cases, published instruments reviewed and recommended by a Development Associates Panel (conducted for the U.S. Office of Education) have been used to measure learner outcomes. For example, Oregon administered the Piers-Harris Children's Self-Concept Scale to a sample of elementary students and the employment readiness scale to a sample of high school students. Oregon was able to compare the results to baseline data collected with the same instruments during the first project year.

Madison used several other published instruments in a pre-test post-test design as part of its participation in the National Testing Service (NTS) evaluation. The Self Observation Scales, Program of Exploration in Career Education, and other instruments have hopefully yielded useful learner outcome data for grades 5, 8, and 11 which will be reported by NTS in the fall of 1977.

While published instruments such as those mentioned above have the advantaged of previously demonstrated validity, they are not the total solution to the problem of measuring learner outcomes. Because they tend to provide very general indices of growth and career maturity, they do not necessarily closely correspond to specific program objectives and cannot fully meet the learner outcome information needs of local career education decision makers. Unfortunately, the relatively high cost of many instruments and their scoring services may also prevent their use in local districts in designs similar to those used by NTS.

Each consortium district has cooperated with the third party evaluator to gather evidence of career education's effectiveness. Students in grades 3, 6, 9, and 12 have responded to instruments which measure self-awareness,

career awareness, occupational exploration, and career decision-making. The consortium has been able to compare this year's results with results obtained at the end of the last project year.

The consortium attempted to develop new instruments for its AE kit which focus on measuring learner outcomes and found this to be a very difficult task. It seems apparent from the consortium's experience that while useful measures can be developed at the local level for a particular classroom or school, such measures tend to be too setting-or program-specific to be of significant value in other settings to which they might be transported. Developing highly transportable instruments which measure career education learner outcomes seems to be beyond the ability and resources of one or a small group of school districts.

More detailed information on the results of efforts mentioned in this section as well as other learner outcome evaluations can be found in the individual reports of the local districts and in the third party evaluator's report.

(4) Many of the instruments developed for the AE kit during the first project year underwent further field testing and revision this project year. Field testing has been done in both consortium and partner districts as well as in other interested schools across the state and nation. The AE kit has been generally well received and the first printing of 150 copies was exhausted in December, 1976. Prior to a second printing of 150 copies in December, 1976, several instruments underwent minor revisions and editing.

In April and May of 1977, a survey of all AE kit recipients and users was conducted. The questionnaire focused on obtaining measures of the extent and nature of use of the kit, and the quality of its contents. Results of the survey and a copy of the questionnaire appear in Appendix H. Responses to the survey provided valuable input into development of a new edition of the kit to be completed in July, 1977. Changes in the kit have included the elimination of several instruments seldom used or of questionable reliability and validity, and the addition of new information on the career education program development process.

New instruments added to the 1977 edition of the kit include: 1) a high school follow-up questionnaire with an emphasis on career education--synthesized from follow-up questionnaires used in several consortium districts and most notably, Eau Claire, Madison, and Sheboygan; 2) student and employer evaluations of short term work experiences; 3) a guidance and counseling needs assessment for students in grades 6-12; and 4) needs assessment instruments developed in 1976 for the Wisconsin State plan needs assessment. Other instruments have been improved according to user feedback obtained in field testing and from the AE kit

survey. Four of the consortium's better instruments are now listed in Career Education Measures: A Compendium of Evaluation Instruments, a new career education measurement handbook published by the Center for Vocational Education at The Ohio State University.

The Wisconsin Career Education Consortium believes it has been successful in pooling its resources to provide career education practitioners with a package of instruments which measure needs, processes and products and yield useful data for the career education program improvement process.

e. Leadership Objectives

The last set of objectives related to the development of leadership for career education; namely:

(1) to provide for expanded SEA leadership roles in disseminating directly and/or indirectly via consortium members, the assessment and evaluation products and demonstration packages.

(2) to initiate area and local leadership development activities for new and continuing administrators.

(3) to provide for leadership development at the local level, focusing on tasks related to implementation of a quality career education effort; examples would include:

(a) leadership for inservice of teachers, counselors, and other staff personnel.
(b) leadership for facilitating implementation teams in the delivery of career education.
(c) leadership for stimulating school-community partnerships for career education.
(d) leadership in communicating with the many publics concerned with career education.

Activities Related to Leadership Development Objectives.

(1) As indicated under dissemination activities (pages 5-7), the state education agency has provided leadership in dissemination of consortium products through publicity in its publications and by making the necessary contacts to arrange for displays and/or sectionals at several state conferences and conventions. These sectionals have focused on leadership development. The Wisconsin Booth at the National Conference for Career Education in Houston, Texas, on November 7-10, 1976, was largely devoted to consortium products; and the Department of Public Instruction's

booth at the Convention of the Wisconsin School Board Association was used primarily to display consortium materials in January, 1977.

(2) Leaders in the seven consortium districts have helped partner districts provide activities to develop leadership among their administrators. Orientation and leadership development of new administrators within the consortium is required each year.

(3) The above activities for developing local leadership have included the development of leadership for inservice programs, for developing implementation teams, for stimulating joint school-community efforts, and for communicating with various publics concerned with career education.

f. Other Important Activities

(1) Although not a specific objective of this year's project, one of the highlights of this year's project was the inservice seminar it provided for subject area specialist within the Wisconsin Department of Public Instruction on May 9, 1977. Approximately 40 SEA experienced practitioners met with approximately 40 SEA specialists to share experiences.

The theme of the seminar was, "Using Career Education Strategies to Improve Educational Outcomes and Facilitate Individual Career Development".

Large group presentations included: (1) The Current Status of Career Education, (2) the Role of State Supervisors in the State Plan for Career Education, (3) Staff Development for Career Education, (4) The Infusion of Career Education in Academic Education, Vocational Education, and Pupil Services, and (5) The Infusion of Career Education in the Total Curriculum.

Following these presentations, participants broke into small groups so subject area specialist could talk directly with experienced practitioners in their field. Small groups were for: (1) English, foreign languages and social studies, (2) math and science, (3) art, music, and physical education, (4) agriculture and industrial arts, (5) business education and distributive education, (6) home economics and health, (7) pupil services, (8) elementary programs, (9) special needs programs. (See Appendix I for seminar agenda.)

(2) On June 2, the project's on-site evaluation consultant gave a presentation on the consortium's working relationship with its partner schools to 50 teacher and counselor educators attending an EPDA conference on career education conducted by the Wisconsin Vocational Studies Center, University of

Wisconsin-Madison. These educators, from 25 colleges and universities around the nation, will be establishing career education methods courses, and they were encouraged to investigate implementation of the partnership concept as a means of career education dissemination in their own states.

10. Project Participants

The attached consortium-wide Participant Summary Report is a combination of the reports from each of the seven consortium districts. Differences in populations served can be noted by comparing the participant reports attached to individual district final reports. For example: Shawano reported 424 Native American participants, Eau Claire reported 67 Asian, Sheboygan's report included 198 Hispanic, and Madison reported 763 Black, 377 Asian, 309 Hispanic, and 104 Native American participants.

All but one district felt they could report their entire enrollment as being directly involved. Thus, the composit report includes total enrollments of all seven school districts.

Since some schools could not report figures in some categories, the consortium-wide report reflects only available figures. Combined figures for the three levels are also affected by the fact that one district reported for K-5, 6-8, 9-12 rather than K-6, 7-9, 10-12.

11. Evaluation

Project year activities related to the consortium's four evaluation objectives are reported on pages 9-13 of this report.

Through competitive bidding at the beginning of the first year of the Wisconsin K-12 Consortium for Improving Career Education, Dr. Harold Halfin and Dr. Orville Nelson, Co-Directors of the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, were selected as third party evaluators for this project. An excellent working relationship was developed during the first year of the consortium between project personnel and these third party evaluators and; consequently, they continued to serve in that capacity for a second year. (See their attached Evaluation Report.)

Also, in view of the project's emphasis on evaluation, a half-time evaluation specialist and a half-time secretary were written into the proposal. Having provided excellent assistance with local evaluation efforts and in the development of a kit of assessment and evaluation instruments during the first year of the consortium, it was agreed to contract for his services for the second year of the consortium. This contract is between the Wisconsin Department of Public Instruction and the Wisconsin Vocational Studies Center, University of Wisconsin-Madison.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	308	326	556	27,054	355	28,599	1,361	971	1,838	14,647	13,952
MIDDLE/JUNIOR HIGH (7-9)	238	81	218	14,758	120	15,415	699	495	861	7,889	7,526
SENIOR HIGH (10-12)	115	102	237	18,505	92	19,051	541	632	889	9,526	9,525
2-YEAR COLLEGE											
4-YEAR COLLEGE											
*ADULTS (non-matriculated)	--	30	2	75	3	110	4	8	98	49	61
SUB-TOTAL	661	539	1,013	60,392	570	63,175	2,605	2,106	3,686	32,111	31,064
EDUCATIONAL PERSONNEL											
TEACHERS	5	9	53	3,563.5	6	3,636.5				1,415	2,221.5
COUNSELORS			2	121		123				84	39
ADMINISTRATORS		1	8	218.5		227.5				203.5	24
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY		1		799	3	803					
PARENTS		30	8	4,562	10	4,610					
OTHER (specify) AV Spec.	1			9		10					
Aides	1	2	6	241	6	256					
TOTAL	668	582	1,090	69,906.0	595	72,841.0					

OE FORM 467, 2-76

Total Wisconsin Consortium participants. Breakdown by school districts with individual reports.

12. Anticipated Changes and/or Problems

Late USOE notification of project awards continues to create problems in planning and implementing activities to meet objectives.

Earlier problems concerning the need for additional clerical help to assist with newsletters and the mailings of consortium demonstration packets and assessment and evaluation kits were solved by the hiring of a high school cooperative education student for the second semester.

The Wisconsin Career Education Consortium plans to shift its focus from incremental improvement to training and retraining in 1977-78. To help meet its new objectives, two teacher and counselor training institutions have been added to the consortium.

13. Dissemination Activities

See pages 5-7 of "Report of Consortium as a Whole" concerning the activities to meet dissemination objectives. Also, see "Reports from Consortium Members" concerning their dissemination efforts.

14. Special Activities

Madison East High School sponsored a week of special activities concerning women in non-traditional career roles. Detailed reports of these special activities can be found in an article in the April, 1977, issue of the consortium newsletter (appendix F) and in Madison's final report of local activities.

15. Abstract

See abstract on pages vii-xi at beginning of report.

APPENDIX

for

FINAL REPORT OF CONSORTIUM AS A WHOLE

A.	Project Profile	21
B.	Minutes of Meetings and Conference Calls	25
C.	Listing of Consortium Produced Materials in WDPI Newsletter.	55
D.	Listing of Consortium Produced Materials in WDPI's Fall Catalog of DPI Publication	59
E.	Article - "Partners in Career Education"	61
F.	Consortium Newsletters	63
G.	Article - "WCEC Tackles Evaluation Problems"	91
H.	Results of Assessment and Evaluation Kit Questionnaire	93
I.	Agenda of Seminar for SEA Personnel on "Using Career Education Strategies to Improve Educational Outcomes and Facilitate Individual Career Development"	99

PROFILE OF WISCONSIN'S K-12 CONSORTIUM FOR
IMPROVING CAREER EDUCATION
(Prepared for USOE)

I. Identifying Information

A. Project Title: Wisconsin K-12 Consortium for Improving Career Education (Second Year - Phase II)
B. Grantee: Wisconsin Department of Public Instruction
C. Project Director: Robert S. Meyer
D. Director's Title: Career Education Consultant
E. Director's Business Address: Wisconsin Department of Public Instruction
126 Langdon Street, Rm 404
Madison, WI 53702
F. Director's Telephone: 608-266-7987
G. Participating Agency and School Districts: The consortium includes the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.
H. Career Education Program Funds: Contract Award of $199,212

II. Major Project Objectives

A. Consortium-wide Objectives

1. Dissemination

a. To involve the Wisconsin Department of Public Instruction in publicizing the availability of consortium products.
b. To share assessment and evaluation instruments developed during the first year of the consortium with all interested schools in state and nation during a second year of operations;
c. To share demonstration packages developed in first year's project with interested schools in state and nation.
d. To share other career education ideas, methods, and materials among consortium members and with other interested schools in state and nation upon request.

2. Improvement

a. To continue consortium members' growth in career education by establishing and working toward local criteria for incremental improvement in career education, based upon individual district needs.
b. To help other school districts assess their current status in career education.
c. To assist other school districts in developing quality career education for all male and female students, and including disadvantaged, handicapped, and minorities.

3. Learner Outcomes

a. To further improve C.E. activities aimed at developing positive attitudes toward learning, and improving individual educational achievement.
b. To further improve C.E. activities aimed at developing positive attitudes toward self and an awareness of one's interests, aptitudes, needs, and values.
c. To further improve C.E. activities aimed at developing positive attitudes toward work and a broader awareness of occupations and the world of work.
d. To further improve C.E. activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.
e. To further improve C.E. activities aimed at developing career planning and decision-making skills.
f. To document that the above strategies have made a positive impact on students.

4. Evaluation

a. To foster a greater acceptance, among practitioners, of evaluation as a tool for improving career education strategies.
b. To acquaint practitioners with basic evaluation designs and procedures.
c. To focus on measuring the impact specific career education strategies have on students.
d. To provide local districts with improved instruments for measuring student impacts, processes and needs.

5. Leadership

a. To provide for expanded SEA leadership roles in disseminating directly and/or indirectly via consortium members, the assessment and evaluation products and demonstration packages.
b. To initiate area and local leadership development activities for new and continuing administrators.
c. To provide for leadership development at the local level, focusing on tasks related to implementation of a quality career education effort.

B. In addition, each school district in the consortium has its own set of local objectives.

III. Proposed Project Activities

A. Consortium-wide Activities

1. Dissemination

a. will continue to publish a consortium newsletter as a means of publicizing availability of assessment and evaluation instruments and demonstration packages now in development. (Mailing list includes all state coordinators, directors of all Title IV C.E. projects, and all school districts in Wisconsin.)
b. will print sufficient copies of assessment and evaluation instruments and demonstration packages to meet demand.
c. will conduct dissemination workshops to introduce materials produced by consortium.
d. will transport methods and materials by each consortium school district providing personal assistance to one or more neighboring "partner" district(s), involving both staff and students.
e. will present consortium methods and materials in a sectional of WPGA Convention.
f. will present consortium methods and materials in a sectional of the UW-Stout Annual Guidance Conference.
g. will distribute a summary of year's accomplishments to all state coordinators of career education, indicating that complete copies of final report are available upon request.

2. Improvement

a. will assist each consortium district in meeting its locally determined criteria for improvement through consortium meetings, conference telephone calls, and on-site visitations by project director, project's evaluation consultant, other SEA consultants, and other interested parties. Quarterly meetings, quarterly conference calls, and quarterly on-site visits are anticipated.
b. will identify school districts interested in forming partnerships with consortium schools, and assist them in assessing their current status and needs for improving their career education activities.
c. will provide personal assistance to identified "partner" districts in developing quality career education through activities such as joint departmental meetings, workshops, and/or leadership conferences.
d. will sponsor sectional in regional education conventions on career education for students with special needs, geared primarily for special education teachers K-12.

3. Learner Outcomes

a. Operational plans and activities to attain these objectives must be carried out at the local level.
b. Consortium members will share strategies and support each other in effecting these impacts on students through meetings, conference calls, consortium newsletter, and personal contacts.

4. Evaluation

a. will continue to assist consortium districts in their evaluation activities and instruct interested practitioners in evaluation purposes, designs, and procedures; will encourage LEA personnel to take responsibility for local evaluation. (for objectives a. and b.) "Partner" districts will be involved upon request.
b. (See above.)
c. will develop and validate additional instruments which focus upon measuring student impacts.
d. will improve instruments developed in 1975-76 through further field testing in "partner" districts.

5. Leadership

a. The project director (SEA career education consultant) will share with the consortium a plan of work for FY'77; in turn, consortium members will provide feedback as well as additional input toward incrementally improving the entire state career education effort.
b. Consortium members will share with each other plans for administrative staff development and request suggestions for improvement. When feasible, interaction among consortium administrators will be planned.
c. The project director will represent consortium interests to the Joint Task Force for Career Education made up of representatives from the Wis. Dept. of Public Instruction, the Wis. Board of Voc. and Tech. Education, the University of Wis. System, and the Wis. Assoc. of Independent Colleges and Universities.
d. The project director and consortium local directors and staffs will provide assistance for area and local leadership training programs.
e. Requests for assistance from non-consortium LEA's received by the state consultant (and project director) will be routed to the consortium members with expertise in the area of assistance requested.

B. In addition, each consortium school district will undertake activities to achieve their respective local objectives.

IV. Evaluation

The Wisconsin Dept. of Public Instruction will again contract for the services of a third party evaluator to determine the degree to which the consortium-wide objectives are attained in the areas of dissemination, improvement, learner outcomes, evaluation, and leadership.

The evaluation design for the Wisconsin Career Education Consortium encompasses the five major objectives of the proposal, the individual LEA consortium member's objectives, and their related evaluation plans. At the consortium level, evaluation activities will be focused in 5 areas: (1) evaluation of the projects developed at the consortium level; (2) evaluation of consortium processes, i.e., organization, impact, and delivery; (3) evaluation of SEA leadership/involvement/support; (4) evaluation of general LEA improvement resulting from the USOE project, and (5) evaluation of individual LEA objectives, above and beyond the local evaluation plans.

The two main processes to be evaluated are the consortium process itself and the processes used within the LEAs to effect incremental improvement. SEA leadership will be perceived by the consortium members as helpful, available, on target, responsive to member needs, and in tune with the "whole" of career education. Feedback will be solicited at each Board of Members meeting relative to the positive and negative incidents accruing in relation to meetings, as well as recommendations/suggestions for improvements in process.

The project director, the half-time evaluation consultant, and the seven local directors will all cooperate in gathering data as required by the third party evaluator.

Monthly progress reports from each consortium district, consortium meetings, and on-site visitations will enable the project director to monitor progress of the consortium as a whole throughout the year. The progress reports will also continue to serve as efficient tools of communications between and among the consortium members. It is anticipated that some items reported will generate indepth discussion of the related project strengths, weaknesses, and opportunities for improvement. The progress report format provides for: (1) a review of objectives, (2) progress during month, (3) plans for next month, and (4) problems and concerns.

In addition to the monthly reports, all consortium members will participate in the preparation of the mid-year and final reports for the project. LEA input for these reports will be submitted to the project director 20 days prior to the deadline for mailing to USOE.

V. Communication

(See consortium dissemination activities.)

VI. Demographic Information

A. Levels/Groups Served: K-12 Students, Parents, Educators, and Community.

B. Areas Served: One large school district and community
Two medium sized school districts and communities
Four small school districts and communities

C. Number of Persons Served:

K-6	- 38,000	estimated enrollment
7-9	- 15,000	estimated enrollment
10-12	- 14,000	estimated enrollment

Plus educators, parents, and community. (Impossible to give number of enrolled students, teachers, counselors, parents, and B/L/I people that will actually be directly involved.)

D. Minority Groups Served:

Native American	1%
Black	1%
Spanish American	1%
Oriental	1%

E. Special Populations:

Handicapped	5%
Gifted and talented	5%

F. Income Distribution:

Under 5,000	5%
5,000 - 9,999	20%
10,000 - 14,999	50%
15,000 - 19,999	20%
20,000 or more	5%

SUMMARY OF July 27, 1976, CONFERENCE CALL
of the
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

Discussion of questions, concerns, and suggestions related to consortium-wide objectives and plans.

The majority of conference call time was devoted to a review and discussion of consortium-wide objectives and plans for achieving them during our second year of operation.

Concerning dissemination activity "c" on page 29, it was recommended that we consider providing workshops for partner schools and other interested schools in same area. Members expressed strong support for providing sectional at this fall's WPGA Convention, October 28-29, and at UW-Stout's Annual Guidance Conference in February. Fred Ponschok reminded us of tentative plans made last spring to develop a brochure describing our consortium project.

Under improvement, LEA's were reminded to review their local criteria for incremental improvement during the coming year. It was also suggested, in line with improvement activity "a" on page 30, that consortium members make a point of requesting assistance from DPI consultants in their respective subject areas. Hopefully, while sharing their expertise, they will become more familiar with the career education strategies each of us is using to enhance guidance and instruction.

Initial steps have been taken in the selection of partner schools in line with improvement activity "b" on page 30. For example: Eau Claire may work with Stevens Point and Wausau; Kimberly with Little Chute and Shiocton; Madison with Janesville; and Oregon with Orfordville and Stoughton.

The Oshkosh Special Education Conference to be held in February was suggested as one opportunity to sponsor a sectional on career education for students with special needs. Other opportunities will be explored as indicated in improvement activity "d".

Under learner outcomes objective "a" on page 23, doubts were expressed concerning our ability to attribute improved individual achievement to career education activities. Most will agree that it would be difficult, if not impossible, due to many other variables, but we have indicated in our approved proposal that we will attempt to see what can be done. LEA's were reminded of point "b" at top of page 31 which commits consortium members to share strategies and support each other in effecting impacts on students.

We are renewing our contracts with UW-Madison for the half-time services of Jim Augustin as on-site evaluation consultant, and with UW-Stout for Third Party Evaluation (the National Testing Service decided to include only Madison rather than the whole consortium in its evaluation project for USOE).

Under leadership, several members asked for additional guidelines concerning relationships with partner schools and possible activities with them. These will be developed and distributed. One point of departure suggested was to provide for more interaction among administrators of consortium schools and partner schools concerning career education.

Proposed Meeting Schedule

The local directors of the consortium approved the schedule mailed to them in advance and attached to this summary.

National Conference for Career Education

All had received their invitations to the national conference in Houston, November 7-10, 1976. It was explained that fund raising efforts were underway, but none could be assured of their needed assistance. It was suggested that RSVP's could be returned with a note indicating attendance would be subject to sufficient financial assistance.

Other Business

Roland Cross called our attention to openning for a part-time local project director in Oregon, Wisconsin, Consolidated Schools. Contact him if you know anyone that might be interested.

bb

Enclosure (Meeting Schedule)

7 LEA Directors
Jim Augustin
Orville Nelson
Gloria Bulter
Robert Meyer

PROPOSED 1976-77 MEETING SCHEDULE
for the
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

July 27, 1976	-	Conference Telephone Call
September 8, 1976	-	Meeting in Stevens Point
October, 1976	-	On-site visits by project director and evaluation consultant.
November 3, 1976	-	Conference Call
December 8, 1976	-	Meeting in Stevens Point
January, 1977	-	On-site visits
February 9, 1977	-	Conference Call
March 9, 1977	-	Meeting in Stevens Point
April, 1977	-	On-site visits
May 4, 1977	-	Conference Call or Meeting (to be decided)
June 1, 1977	-	Meeting or Conference Call (to be decided)

MINUTES OF SEPTEMBER 8, 1976, MEETING OF THE

WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

The meeting was called to order at approximately 9:30 a.m. in the Sentry Room of the Stevens Point Holiday Inn by Roland Cross, Chairman for the day.

Representatives present were: Roland Cross, Oregon; Jerome Kain, Kimberly; Robert Meyer, WDPI; Fred Ponschok, Shawano; Eileen Scott, Watertown; Allen Stessman, Sheboygan; Clifford Stanford, Eau Claire; and Connie Thompson, Madison.

Others in attendance were Jim Augustin, Project's Evaluation Consultant; Orville Nelson, Third Party Evaluator; Shelley Cary, Deputy Director of the Wisconsin Occupational Information System; and Mrs. Roland Cross, Observer.

GENERAL BUSINESS

1. Shelley Cary, Director of WOIS, made a brief presentation on Wisconsin's Occupational Information System. It is now "ready to go" throughout the state. As explained in more detail in the brochure and poster given to each person present, this computerized system includes six files: (1) NOCC, a national occupational file describing 1,300 occupations; (2) SOCC, a state occupational file describing 400 jobs in Wisconsin (3) COL4, an educational training file describing all four year colleges and universities in the country; (4) STET, an educational training file describing over 100 Wisconsin VTAE schools, hospital schools, proprietary schools and U.W. Center Campuses; (5) SAID, a financial aid and scholarship file; and (6) HUMR, a human resources information file. The computer also has information on the military and on career education.

   WOIS also has a back-up system of: (1) Wisconsin Instant Information System for Students and Counselors (WISC), a microfilm information system; (2) various types of resource materials, (3) human resources, and (4) toll-free telephone information services.

   Mr. Cary offerred to put on a demonstration of WOIS to selected personnel in each of the consortium school districts. His telephone is 608-263-5053.

2. Fred Ponschok reminded us of our plans to print a brochure describing our consortium project. His graphic arts students could take this on as a project. Jim Augustin suggested developing a consortium logo to be used on the brochure and all consortium products. Al Stessman volunteered to work on the content of the brochure.

3. Bob Meyer called attention to a few key points in the report of the USOE Project Directors' Meeting which was mailed to all members in advance. He also distributed A-V forms to be completed for USOE approval before beginning production on any locally developed audio-visual materials.

4. There being no suggestions for improvement, the abstract of the 1975-76 project's final report as mailed in advance will become a part of the report.

5. Attention was called to the need for amendments to our consortium by-laws to bring them up-to-date with current practice and to correct the names of the school districts as most have been changed. Proposed amendments should be mailed to the project director for distribution to all members two weeks in advance of our next meeting.

6. Members were reminded to contribute to the monthly newsletter at least by the last day of each month.

7. Members were instructed to submit monthly progress reports simultaneously to both the project director and the third party evaluators promptly at the end of each month, using the same format as developed last year.

DISSEMINATION PLANS

1. Partner Schools were identifed as follows:

Consortium Districts	Partner Districts
Eau Claire	Stevens Point
Kimberly	Little Chute
Madison	Janesville
Oregon	Orfordville
Shawano	Sacred Heart (RC) and St. James (L) both of Shawano
Sheboygan	Port Washington and Sheboygan Falls
Watertown	Waterloo

Helping partner schools assess their needs with the help of the AE kit developed last year was suggested as a first activity.

2. WPGA is to be held in Madison on October 28-29, but no sectionals are planned. Thus, our plans for a sectional can not be carried out.

3. It was too late to get a sectional in the WEA Convention on October 28-29.

4. It was suggested that we contact the State School Board Association to get on their convention agenda, and to contact U.W.-Oshkosh about getting on the program for their Statewide Special Education Convention. The project director will make these contacts.

5. It was suggested that the individual consortium districts and their respective partner schools conduct area workshops to introduce our demonstration packets and AE kit. (This could be combined with a leadership workshop.)

EVALUATION PLANS

1. Jim Augustin, Project's Evaluation Consultant, had planned to distribute complete copies of the AE kit developed last year, but they had not been returned from the printers. He reported that there would be sufficient copies for each consortium district, their partner schools, and others interested upon request. Second year plans include further refining and field testing of existing instruments in the kit and the development of additional instruments, particularly instruments to measure student outcomes.

2. Mr. Augustin reminded consortium members of his availability to help them and their partner schools.

3. Mr. Augustin reported that the National Testing Service (NTS) will include Madison and Oshkosh, Wisconsin, in their Evaluation Project for USOE. For now, Ellen Meister will continue as Local Project Director for Madison, but Gene Sturdevant will be in charge of necessary testing for NTS.

4. Orville Nelson, Third Party Evaluator, distributed copies of their Third Party Evaluation Report for the project ending June 29, 1976. He explained that it was divided into three major sections: (1) evaluation decisions concerning each of the project's objectives; (2) procedures utilized to collect data and discussion of results; and (3) specific data and data collection instruments. Dr. Nelson then walked the group through several forms and sets of data. All in all, it was a favorable report. (See Summary of Part I attached.)

5. Dr. Nelson stressed the importance of communications during our second year of operation as a consortium. He invited phone calls anytime after 7 a.m. at 715-232-1382. He will be glad to provide technical assistance in measuring impact on students, small groups, and case studies. He also offerred to help with partner schools and visit sites as needed.

LEADERSHIP

1. In line with objectives on page 23 and plans on page 31 of our second year proposal, all of us have a responsibility to develop leadership for career education within our own districts, in our partner districts, and with others in our area of the state. (Leadership development workshops might well be combined with the proposed workshops for introducing our demonstrations packets and AE kit. All can benefit from Madison's experience in conducting leadership workshops.)

LOCAL PROGRESS REPORTS

1. Local progress reports all showed enthusiasm for tackling second year objectives and many activities are already underway.

2. While considerable thought was evident in oral reports concerning this year's self-imposed incremental improvement criteria, it was recommended that all LEA directors set down in writing the criteria to be met by June 30, 1977. These should be sent to both the project director and the third party evaluator along with the monthly report at the end of September. (This should be done even if no different from local objectives included in the second year proposal.)

3. All are reminded to address themselves to learner outcomes (per pages 23 and 31 of the proposal), and to do everything possible to reduce sex role stereotyping as emphasized in the project directors' meeting in Washington.

4. Al Stessman shared the slide/tape presentation produced and funded jointly by the Sheboygan Schools and the Sheboygan Area Chamber of Commerce. It is a good example of school-community cooperation and it is anticipated that it will serve a dual purpose of helping to promote Sheboygan as a community and to help broaden student awareness of occupations available to them.

NEXT MONTH

Jim Augustin and Bob Meyer will make on-site visits to each consortium school. (If possible, it would be desirable to have a representative from your partner school sit in on this visit.) Please notify the project director if the enclosed tentative schedule creates any problems for you so another date can be arranged.

SUMMARY OF THE NOVEMBER 3, 1976, CONFERENCE CALL OF THE
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

A conference call was held from 10 to 11 a.m. on November 3, 1976. Participants were: Roland Cross, Oregon; Jerome Kain, Kimberly; Ellen Meister, Madison; Robert Meyer, WDPI; Orville Nelson, UW-Stout; Fred Ponschok, Shawano; Eileen Scott, Watertown; Allen Stessman, Sheboygan; and Clifford Stanford, Eau Claire. Jim Augustin was unable to participate.

LEA PROGRESS REPORTS

A good share of the conference call was devoted to bringing each other up-to-date on progress since our September meeting.

Eau Claire:

Clif Stanford reported that they were gratified at the good response to their request for mini-proposals from their staff. They are in the process of checking for duplication and possibilities of combining proposals. These will be related to their objectives concerning classroom activities and involvement of guidance staff. In line with their inservice objective, he again plans to teach a semester graduate extension course for UW-Stout. Many new teachers on staff will participate. (Although not reported in the conference call, the Local Job Service Office is continuing to provide a full-time placement counselor who divides her time between their two high schools.) Initial meetings have been held with key people from their partner school district of Stevens Point.

Kimberly:

Jerry Kain is now serving as half-time coordinator of career education for the Kimberly School District and has been visiting schools in the district to encourage more teacher and counselor involvement in career education and more use of community resources. Their community resource guide has been updated and he has begun to share information and ideas with teachers and counselors via a newsletter and packets of materials for particular grade levels or subjects. Kimberly is engaged in an overall educational needs assessment of which career education is a part. They plan to continue using last year's incremental improvement categories, with some modifications, and plan to move from level four to level six. Since Little Chute has not shown sufficient interest, Kimberly will, instead, be working with the Weyauwega District as its partner school district.

Madison:

Ellen Meister reported that the ten elementary school modules developed last year for integrating career education with basic skills are to be introduced to all elementary schools. A displaced elementary school principal (whose school building was burned) will be in charge of this dissemination and implementation effort during the next four to six weeks.

(See correction in Dec. 8 minute

Middle school career exploration simulations are being developed and tested in conjunction with the Ohio State Alliance for Career Education.

In view of her new responsibilities as East Area Director for the Madison Public Schools, Dr. Meister reported that each of the four high schools now have a part-time career education coordinator who is responsible for improving the delivery of career education through both guidance and instructional programs. All four high schools are using the WOIS (Wisconsin Occupational Information System), and two have developed new Career Resource Centers. Paraprofessionals, funded through Title IV, Part B, assist students and staff in finding materials and using equipment. Initial contact has been made with the partner, Janesville Parker High School.

Oregon:

Roland Cross reported that their plans for a summer workshop to revise their career education guide last summer had to be cancelled due to late notification of funding from USOE. He is in the process of trying to identify interested staff to work on its revision during the school year. This revision is essential for both of their major objectives concerning increased use of the guide and learner outcomes.

Their three incremental improvement criteria are:

1. By the end of the school year, 60% of 12th graders will have been involved in some kind of work experience.

2. By the end of the school year, 50% of parents will have been involved in career education.

3. By the end of the school year, all elementary school and 60% of the junior and senior high school teachers will have conducted a minimum of five career education activities with their students.

Mr. Cross reported that their partner school district, McFarland, is doing a career education needs assessment and expects to have it completed by November 19 and have results interpreted by December 11. He also reported receiving requests from other districts to become partners, but it has been decided to concentrate on working with McFarland as a partner district and helping others to a lesser degree as time and other resources permit.

Shawano:

Fred Ponschok reported that they were making good progress concerning their many objectives, but did not go into detail. They are in the process of selecting incremental improvement criteria from last year's list. His request for assistance in attempting to measure learner outcomes was reinforced by several other consortium members, and it was agreed that Orville Nelson, Third Party Evaluator; Jim Augustin, On-site Evaluation Consultant; and Robert Meyer, Project Director, would meet and develop some guidelines for all LEAs concerning this consortium-wide objective. Shawano is just getting started in developing a partner relationship with the two parochial schools in its district.

Sheboygan:

Al Stessman was pleased with positive evaluation reports concerning their summer program for staff interaction with business and industry. Pre- and post-testing indicated marked growth in awareness of opportunities for their

students in the Sheboygan area. He is again sharing experiences across the school system via his newsletter; he planned a follow-up study of recent graduates; and he is working with their coordinator of special education in providing career education for the disadvantaged and handicapped. Their Port Washington partner district has shown considerable interest and activity, but Sheboygan Falls has not responsed as well. Concerning learner outcomes, he is working with a geometry teacher who plans to use career related units with an experimental group and compare achievement with a control group not using these units.

Watertown:

Eileen Scott reported excellent response to their parent survey concerning career education. Following their successful program of having school personnel working a few days in selected area business and/or industry sites last summer, their administrators and teachers association representatives are currently developing a five year plan to provide short term work experience in the community for school personnel. They have completed the compilation of their K-6 Career Education Guide and it has been introduced to elementary school teachers. The Earn and Learn booklet will be updated in November and their slide/tape presentation will be completed in November. Commercial materials are being previewed for possible purchase. Watertown business men are paying the transportation to Houston for six Watertown participants in the National Conference for Career Education.

DISSEMINATION

Since regional dissemination activities were already held last spring, it was a consensus of the members that we offer a sectional at the Annual UW-Stout Guidance Conference in February. This sectional could cover the consortium project as a whole and introduce the AE Kit and Demonstration Packets. Another recommendation was to include a write-up in the monthly DPI newsletter on the AE Kit and Demonstration Packets. (They have already been listed in this official DPI newsletter and DPI's catalogue of available publications.)

PLANS FOR FY'78

Participants in this conference call voted to submit a third year proposal, but many suggested modifying the role of the original seven schools and placing more focus on getting other schools involved. Most felt it would be unrealistic to expect the current partner districts to be ready to qualify as demonstration sites on their own after just one year as "partner schools".

NEXT MEETING

It was agreed that each LEA director should use his/her own best judgement in deciding whether or not to invite representatives from their partner district(s) to attend the December 8, 1976, meeting in Stevens Point. Apparently some are more "ready" than others.

bb

Minutes of the December 8, 1976, Meeting of the
Wisconsin K-12 Consortium for Improving Career Education

The meeting was called to order at approximately 9:30 a.m. in the Coops Room of the Stevens Point Holiday Inn by Jerome Kain, Chairperson for the day.

Consortium representatives present were: Roland Cross, Oregon; Jerome Kain, Kimberly; Robert Meyer, WDPI; Fred Ponschok, Shawano; Eileen Scott, Watertown; Allen Stessman, Sheboygan; Clifford Stanford, Eau Claire; and Connie Thompson, Madison.

Partner School representatives present were: Ray Artz and Phillip Gocker, Weyauwega; Pat Fleming, McFarland; John Holdridge, Stevens Point; and Phillip Mentinke and Richard Rokus, Port Washington.

Others in attendance were Jim Augustin, Project Evaluation Consultant; Orville Nelson, Third Party Evaluator; Richard Crombie, Director of the Oshkosh Project; and Terry Seifert, Oshkosh.

GENERAL BUSINESS

The first paragraph of [illegible] progress report in the minutes of the November 3 Conference [illegible] to read: "Ellen Meister reported that the ten elementary school modules developed last year for integrating career education with basic skills were introduced to all elementary schools on June 7, 1976. A displaced elementary school principal (whose school building was burned) will be in charge of follow-up implementation efforts during the next four to six weeks."

Dates to Remember

The following dates were announced:

Conferences

January 10-12, 1977	-	USOE Project Directors' Meeting in Akron, Ohio.
January 19-21, 1977	-	Convention of Wisconsin Association of School Boards. (Consortium will provide a discussion session in the Marc Plaza Hotel at 8:30 a.m., January 21, and a display booth in the Milwaukee Convention Center.)
February 8, 1977	-	Milwaukee Suburban Guidance Conference (Consortium will provide a how-to-do-it panel. More details later.)
February 10, 1977	-	UW-Stout Guidance Conference in Menomonie High School. (Consortium will present a sectional on "Products of the Wisconsin Career Education Consortium". Materials will also be displayed.)

February 11, 1977 - Wisconsin Special Education Teacher Conference - Oshkosh (Consortium will provide a sectional on "Career Education for Students with Special Needs.")

Due Dates

January 4, 1977 - Mid-year Performance Report due in DPI from local project directors.

January 20, 1977 - Local project encumbrance reports and partial claims due in DPI for the period ending December 31, 1976 (or sooner if possible).

Special Meetings (Decided at close of this meeting)

January 26, 1977 - Special meeting of Consortium in Madison to prepare a proposal for next year. (More details later.)

Consortium Brochures

It was also announced that we had a plentiful supply of the consortium brochures and that they were available at DPI upon request. The learner outcomes listed in it would be of interest to both school and community personnel.

Correspondence

The following items of correspondence were discussed:

1. Confirmation from UW-Stout concerning our sectional at the 26th Annual Guidance Conference on February 10, 1977. Although it was suggested that some could serve on the panel and some as resource/support persons in the audience, no one volunteered to do the later. Thus, each consortium district will be represented on the panel. Preplanning will determine our respective roles. Some can make short presentations while others can help answer questions.

2. A letter from Pacific Consultants with a memorandum from our USOE Project Officer, Gloria Butler, was distributed to all members. All are asked to submit items for their proposed "How-to" document. Attention was called to the proposed table of contents for their "Catalog of Career Education Practices." This can serve as a guide concerning the kind of materials they want. (BE SURE TO FOLLOW THROUGH ON THEIR REQUESTS)

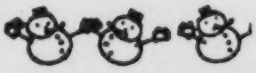
3. Materials on the parents role in career education obtained from the National Conference for Career Education were distributed to all members.

4. Attention was called to the UW-Whitewater's brochure announcing their ETN Course in career education for second semester. It was suggested that staff of partner schools as well as consortium schools should be alerted to this opportunity.

5. Miscellaneous items were distributed to LEA representatives most interested in them and some new commercial materials were displayed for interested members.

Bylaws

The updated bylaws were approved as mailed in advance of the meeting. (See copy attached.)



THIRD PARTY EVALUATION

Orville Nelson, Third Party Evaluator for the Project, received several good suggestions from consortium members concerning ways in which the second year's report could be made more useful than their first year's report. More interpretation of data would enable LEAs to provide meaningful feedback to the teachers and counselors who helped in securing data. Dr. Nelson invited all to submit further suggestions concerning ways in which his reports could be of most help to them.

Dr. Nelson then reviewed UW-Stout's written plans for third party evaluation of our second year's project. For each consortium-wide activity and each local activity included in the proposal, they have indicated proposed evaluation procedures and a beginning and ending date. All members should acquaint themselves with these evaluation plans and act accordingly.

Special attention was given to evaluation of learner outcomes and a matrix was distributed by Dr. Nelson showing desired outcomes down the left hand column and across the top the available instruments and/or methods for attaining data for each of them at various grade levels. All but three of the learner outcomes had some instrumentation available. The three in need of instrument or method development were: (1) an understanding of our economic system, (2) positive attitudes toward learning and (3) improvement in educational achievements. Discussion brought out several problems, especially concerning the documentation of career education as being a prime contributor to increased educational achievement. Another problem arises from some school districts, such as Madison, having a strict policy of not releasing any achievement scores outside the district.

REVIEW OF OPERATIONAL PLANS

The Project Director, Robert Meyer, reviewed with the members each of the consortium-wide activities included in the operational plan of the proposal to remind them of things yet to be done and to provide some background for the consortium-wide section of the mid-year performance report. Dissemination activities seem to be moving along satisfactorily (note dates to remember under general business). Our consortium display at WPGA on October 28-29 and at the National Conference for Career Education in Houston, November 7-10, resulted in many requests for copies of demonstration packets and/or assessment and evaluation instruments. (We are hiring a high school co-op student to fill the orders and help with other dissemination activities.)

Discussion made it apparent that some consortium districts have moved along considerably more than others in developing partnership relations with one or two other districts. All were reminded to refer to the list of criteria for partner schools and to the list of suggestions for partnership school activities previously provided them. Immediate action is necessary if we are to be of any real help to partner schools in this school year.

Jim Augustin indicated that he was working with some schools in developing additional AE instruments and several of last year's instruments are being used this year by consortium and partner schools. Some of the contents of the AE kit underwent editing and revision before the kit went into its second printing this month.

The members agreed that we should not sponsor another state-wide leadership conference. Instead they would continue to help partner schools and the many other schools requesting help in leadership development.

MID-YEAR REPORT

Guidelines for the mid-year report were distributed and reviewed. Each LEA will write a report following the USOE outline, points 9, 11, 12, 13, and 14, based on the local objectives and contributions to the consortium-wide objectives concerning incremental improvement and learner outcomes. The project director will write a report based on the consortium-wide objectives and compile all eight reports into one. Each LEA and the SEA should attach pertinent appendix material.

ALTERNATIVES FOR NEXT YEAR

Several alternatives for next year were mailed for consideration in advance of the meeting. After considerable discussion, it was moved, supported, and passed that the original seven school districts and their partner districts submit a proposal for 1977-78 in the incremental improvement category which would provide funds in its budget for more indepth partnership activities than allowed this year. Consortium members and interested partners agreed to send letters of district support for a third year proposal to Robert Meyer no later than January 15, 1977.

GUIDANCE FILM DEVELOPED IN EAU CLAIRE

Clifford Stanford shared with the group a 16 mm film on the role of the counselor which was developed by Eau Claire's school counselors. In addition to producing an excellent film, it was a valuable experience in that it forced the counselors to come to grips with the need to define their roles in order to make the film.

The meeting adjourned at approximately 3:15 p.m.

bb

HAPPY HOLIDAYS!

BYLAWS OF CONSORTIUM

No Change

Primary characteristics of organization. This organization consists of representatives from the Wisconsin Department of Public Instruction and seven selected K-12 school districts. All of these districts have had successful experience in the implementation of career education and were selected primarily for their capacity to provide good demonstration programs in career education.

No Change

Functioning of consortium. The consortium operates on two levels. Each member school district has an operational plan designed to achieve specific local objectives; and the consortium as a whole has a set of operational plans including: (1) plans for assisting and supporting consortium members, (2) plans for conducting the joint efforts of consortium members, (3) plans for developing an assessment and evaluation model, and (4) plans for the dissemination of career education models and materials, both in-state and out-of-state.

ARTICLE I

(Name)

No Change

The name of this organization shall be: "The Wisconsin K-12 Consortium for Improving Career Education."

ARTICLE II

(Object)

The objectives of this consortium shall be to:

1. Disseminate, both in-state and out-of-state, career education products and processes developed by the consortium.

Highlights of second year objectives substituted for first year's.

2. Raise the level of implementation of career education in each member district as measured by self-imposed criteria, and to assist identified partner districts and other school districts in raising their levels of implementation.

3. Improve career education activities aimed at improving identified learner outcomes at the local level.

4. Foster a greater acceptance of evaluation as tools for improving career education strategies, and provide local districts with improved instruments for measuring needs, processes, and student impacts.

5. Provide leadership development activities for administrators, teachers, counselors, other staff personnel, and implementation teams; for stimulating school-community partnerships for career education; and for communicating with the many publics concerned with career education.

In addition, each consortium member shall have its own set of objectives.

ARTICLE III

(Members)

The membership of this organization shall consist of one voting representative from each of the following:

A. The Wisconsin Department of Public Instruction

B. The Eau Claire Area School District

New Names Substituted For Old.

C. The Kimberly Area School District

D. The Madison Metropolitan School District

E. The Oregon School District

F. The Shawano-Gresham School District

G. The Sheboygan Area School District

H. The Watertown Unified School District

ARTICLE IV

(Officers and Board)

No change

Each participating school district shall have a local project director who will serve as its voting representative in the consortium. The career education supervisor from the Wisconsin Department of Public Instruction shall serve as the director of the project's consortium organization as a whole. Together, they shall comprise a Board of Members for the organization.

ARTICLE V

(Meetings)

New Arrangements Substituted For Old.

The consortium shall operate on a rotation schedule of quarterly meetings, quarterly conference telephone calls, and quarterly on-site visits by the project's director and evaluation specialist. Dates of meetings and conference calls shall be established at the beginning of the project year, and on-site visits shall be be scheduled at least two weeks in advance. Quarterly meeting sites shall also be established at the beginning of the project year. Special meetings can be ordered by the Board of Members.

ARTICLE VI

(Committees)

No change

Ad hoc committees will be appointed by the consortium director as needed to attain consortium-wide objectives. Member school districts may be assigned responsibility by the Board of Members or volunteer for specific components of the project in line with their interest and experience.

ARTICLE VII

(Amendments of Bylaws)

No change

The bylaws may be amended at any regular meeting of the consortium by a two-thirds vote, providing the proposed amendment has been mailed to each member at least two weeks prior to the meeting.

MINUTES OF FEBRUARY 9, 1977, MEETING OF THE
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

The meeting was called to order at approximately 11:05 a.m. in the Midway Motor Lodge, Eau Claire, Wis., by the Project Director.

Consortium representatives present were: Jerome Kain, Kimberly; Robert Meyer, WDPI; Fred Ponschok, Shawano; Eileen Scott, Watertown; Allen Stessman, Sheboygan; and Clifford Stanford, Eau Claire. James Augustin, Project's Evaluation Specialist; and Orville Nelson, Third Party Evaluator, were also present.

Partner schools were represented by Ray Artz, Weyauwega; John Holdridge, Stevens Point; and Richard Rokus, Port Washington.

Counselor educators present were: Carlyle Gilbertson, UW-Stout; and Don Jorgensen, UW-Oshkosh. Also present were Dean John Stevenson, UW-Stout; and Assistant Dean Robert Pickering, UW-Oshkosh.

The purpose of this special meeting of the consortium was to work on a new career education proposal to be submitted to USOE within the Training and Retraining category by March 10, 1977.

The first hour was spent in discussing and refining the proposed needs statements mailed in advance of the meeting. Resulting revised statements are attached. Data and sources of data for documenting these needs were also discussed.

After lunch, possible objectives related to each of the needs statements which were mailed in advance were discussed and refined. Resulting revised objectives are attached.

After discussion, it was the consensus of the group that all would work toward achieving the same common identified objectives, but each consortium district and its partner school(s) should develop an operational plan appropriate to their situation for achieving these common objectives. A set of suggested activities related to needs and objectives was distributed at the meeting. Also distributed was a set of criteria on which each proposal will be rated by USOE readers. (Copied from the Federal Register.)

The main thrust of next year's project will be to develop transportable models for the training and/or retraining of: (1) university faculty, (2) students in teacher and counselor training institutions, (3) K-12 administrators, (4) K-12 school staffs, and (5) community resources.

The general approach agreed upon was to use experienced practitioners in the K-12 consortium districts as:

1. Career education resource persons for the University of Wisconsin-Stout (at Menomonie) and the University of Wisconsin-Oshkosh in the training of their school of education faculties, thus enabling them to incorporate career education strategies in their methods courses.

2. Career education resource persons in pre-service training programs for teachers and counselors in training at the UW-Stout and the UW-Oshkosh.

3. Career education resource persons in the inservice training of staff in partner school districts.*

4. Leaders in the renewal of their own consortium district staff's commitment to career education. (Preparation for serving as resource persons to others in 1, 2, and 3 above will also sharpen their own skills and serve to renew their own commitment to career education.)

5. Leaders in workshops for developing school-community partnerships for career education in the consortium district.

6. Co-leaders in workshops for developing school-community partnerships for career education in the partner district(s).

From 2:45 until 4:00 p.m. the local directors of the consortium and their partner school representatives, if present, worked on their respective operational plans for attaining the common objectives identified earlier. During this time, the four university representatives also met to work on their operational plans.

All participants reconvened at 4 o'clock to report their plans to the group as a whole and to give an estimate of the funding required to carry out their plans. Some turned their plans in to the project director at that time. Others agreed to send their plans and comments on community involvement, evaluation plans, exemplary nature of proposed activities, personnel required, and budget to the project director within a week.

The meeting adjourned at 5:00 p.m.

---

* The offering of graduate level extension courses by UW-Stout and UW-Oshkosh for partner school staffs will be one of the strategies used for inservice training.

NOTE: The next consortium meeting is scheduled for March 9, 1977, at the Stevens Point Holiday Inn.

cc: Barbara Thompson, Dwight Stevens, Robert Van Raalte, Russell Mosely, Arnold Chandler, Richard Roth, Ruel Falk, Gloria Butler, Orville Nelson, Jim Augustin, and Richard Crombie.

bb

NEEDS STATEMENTS FOR FY'77 CONSORTIUM PROPOSAL: TRAINING AND RETRAINING

UNIVERSITY FACULTY

There is a need to refine and demonstrate the most effective methods and techniques for training faculty members in Wisconsin's teacher and counselor training institutions which will enable them to incorporate career education strategies in their training programs for aspiring school administrators, teachers, counselors, and other support personnel.

K-12 ADMINISTRATORS

There is a need to refine and demonstrate the most effective methods and techniques for inservice training and retraining of school administrators in Wisconsin which will enable them to provide effective leadership and support for career education.

K-12 STAFF

There is a need to refine and demonstrate the most effective methods and techniques for training and retraining school teachers, counselors, and other support personnel which will enable them to effectively incorporate career education with their ongoing guidance and instructional programs.

COMMUNITY

There is a need to refine and demonstrate the most effective methods and techniques for training school and community personnel so they can effectively collaborate their career education efforts for the maximum benefit of the individuals they serve.

TRANSMITTAL OF EXPERTISE

There is a need to transmit expertise in training and retraining for career education form experienced consortium school districts and communities to other schools and communities.

EVALUATION

There is a need to refine and demonstrate the most effective methods and techniques for evaluating the effectiveness of training and retraining programs for teacher and counselor educators, school administrators, staffs, and communities.

OBJECTIVES RELATED TO NEEDS FOR FY'77 CONSORTIUM PROPOSAL

UNIVERSITY FACULTY

- By the second semester of the project year, participating methods instructors in the College of Education of the University of Wisconsin-Oshkosh and the School of Education of the University of Wisconsin-Stout will have developed a preliminary model for incorporating career education strategies in their preservice methods courses for teachers, counselors, and administrators.
- (See second objective on next page)

K-12 ADMINISTRATORS

- By the end of the project year, effective methods and techniques for training and retraining Wisconsin school administrators[1] in competencies[2] required for the administration of career education will have been developed, refined, and demonstrated.

  1. Administrators would include superintendents, assistant superintendents, directors of instruction and/or supervisors of curriculum development, building principals, assistant principals, local vocational education coordinators, career education coordinators, etc.

  2. Competencies in developing a facilitating climate for career education, in providing leadership and support through effective allocation of personnel, time, and/or money, and in training and motivating staff to incorporate career education with their ongoing guidance and instructional programs.

K-12 STAFF

- By the end of the project year, effective methods and techniques for training and retraining Wisconsin teachers, counselors, and other support personnel in competencies[1] required for the integration of career education strategies with their guidance and instructional programs will have been refined and demonstrated.

  1. Competencies would include ability to relate learning to its application outside the classroom, ability to integrate career development concepts with learning activities, ability to utilize community resources to best advantage, and the ability to individualize instruction to meet individual needs such as tentative career objectives.

COMMUNITY

- By the end of the project year, consortium and partner districts will establish and demonstrate a formal structure for school-community collaboration in providing career education.
- By the end of the project year, an effective model for training local school personnel and community resource persons for collaborative efforts in career education will have been developed.

TRANSMITTAL OF EXPERTISE

. This need will be met by developing transportable models for training and retraining of university faculty, administrators, school staffs, and community resource persons. See above objectives for these groups.

EVALUATION

. The need for an evaluation model will be met through the development of evaluation designs related to training and retraining of university faculty, administrators, school staffs, and community resources. See above objectives related to these groups.

Insert this second objective under UNIVERSITY FACULTY

. By the end of the project year, a model for training and retraining teacher and counselor educators in the integration of career education strategies with their education courses will have been developed, refined, and demonstrated.

WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION
Minutes of March 9, 1977, Meeting

The meeting was called to order at 9:35 a.m. in the WIAA room of the Stevens Point Holiday Inn by Fred Ponschok, Chairman for the day.

Consortium representatives present were: Roland Cross, Oregon; Jerome Kain, Kimberly; Robert Meyer, WDPI; Fred Ponschok, Shawano; Gary Sisler, Madison; Allen Stessman, Sheboygan; and Clifford Stanford, Eau Claire. Eileen Scott, Watertown, was absent due to illness.

Others in attendance were Jim Augustin, Project's Evaluation Consultant; Phillip Gocker, Weyauwega Director; Gilbert Muellenbach, Shawano Consultant; and Orville Nelson, Third Party Evaluator.

GENERAL BUSINESS

Approval of Minutes: The minutes of the December 8, 1977, meeting and the December 31, 1976, Midyear Report were both approved as mailed.

Announcements and Correspondence:

1. Our new proposal for a training and retraining project will be read in Washington the week of April 25th.

2. The American Association of School Administrators and the National School Board Association are sponsoring regional invitational seminars for teams of school board members and district administrators. Wisconsin teams will be invited to the seminar to be held in Chicago on May 13-15. Consortium or partner school districts should contact Bob Meyer at DPI if they would be interested in being nominated for an invitation.

3. A sheet of suggestions for actions needed to support HR7, the Perkins' Elementary and Secondary Career Education Act of 1977, was distributed.

4. Attention was called to a box of consortium brochures for members to use as they see fit.

5. For their information, attention was called to a display of career education materials received at DPI.

6. Jim Augustin announced that he would soon be sending out a questionnaire to all those receiving the consortium's AE Kit to determine uses made of it and to invite suggestions for improvement.

THIRD PARTY EVALUATION

Orville Nelson, Third Party Evaluator, distributed two speciman sets of evaluation forms to be used this spring. He also distributed to each consortium representative a box or more of evaluation instruments for use in their school districts. A packing list indicated the number included of third grade forms; student forms 1, 3, and 4; teacher forms 5, 6, and 7; and counselor form 8; and the administration instructions and cover letters as appropriate. All were requested to administer the instruments

between April 15 and May 6. Since most consortium members decided not to readminister the Wisconsin Senior Survey this year, a few items from that survey have been added to the Third Party Evaluation Forms. All were asked to be sure to have teachers include the name of the school system as well as the school building on the labels provided.

LOCAL PROGRESS REPORTS

Local progress reports resulted in a good exchange of ideas. Some of the highlights in the order discussed were as follows.

Kimberly - Jerry Kain reporting.

1. District-wide inservice program on self concept was well received.

2. Semi-annual career education reports from Kimberly staff showed increased strength at the junior high.

3. Kimberly hosted 12 teachers from their partner district, Weyauwega, for a full day on February 11. It was a Weyauwega Staff Inservice Day. This was but one of several good activities with the partner district.

Sheboygan - Al Stessman reporting.

1. Their Job Service Counselor is now concentrating on just Sheboygan's two high schools. A brochures was distributed describing the joint efforts of the Sheboygan High Schools and the Sheboygan Job Service Office in providing placement services for youth.

2. Also distributed was a description of a graduate extension course entitled, Leadership Training in Career Education, to be offered by the University of Wisconsin-Oshkosh in Sheboygan.

3. Two sets of Employability Skills Kits have been purchased from the Wisconsin Vocational Studies Center, University of Wisconsin-Madison, one for each high school.

4. Twenty-two seniors have had a half-day shadow experience with people in occupations of interest to them.

5. Eileen Scott, Project Director for Watertown, spoke to the Sheboygan Chamber of Commerce about Watertown's summer work experience program for teachers in area businesses and industries.

6. A team of 12 teachers from Brodhead recently visited Sheboygan with their Superintendent, Charles Bingner, who formerly headed a three year VEA Part D Exemplary Career Education Project in Sheboygan.

7. Sheboygan's partner school district, Port Washington, has used several instruments from the consortium's AE Kit.

Oregon - Roland Cross reporting.

1. Fifty-seven percent of their seniors are in some type of work experience.

2. After several requests, they will now have the services of a Job Service Counselor, but for only a half day every two weeks.

3. Parent involvement has increased, especially as classroom resource persons.

4. Also, 87 parents took part in a parent-student swap day in which high school students went to work at their parents' jobs for the day and the parents went to their sons' or daughters' classes.

5. They have received over 600 orders for their 3" x 5" K-3 career education activity cards which were developed in a previous project. (These are kept on teacher desk tops in recipe boxes.)

6. Oregon is providing two half-day shadow experiences for their seventh and eighth graders in a career exploration program including a structured follow-up.

7. The senior high staff is still not as active in career education as the rest of Oregon's teachers.

8. They have helped their partner district, McFarland, do a needs assessment and are jointly planning a joint workshop in June.

Eau Claire - Cliff Stanford reporting.

1. Eau Claire's tenth and eleventh graders have formed six Junior Achievement companies.

2. Out of their $25,000 portion of the consortium budget, $21,000 has been allocated to fund 13 mini-projects based on proposals submitted by Eau Claire staff.

3. A commercial company has shown interest in obtaining and distributing the counselor role film developed by last year's project. (The project director will check with USOE concerning procedures to obtain approval for such an arrangement.)

4. Eau Claire has recently obtained a fourth quarter grant thru DPI to start a WECEP Program in their junior highs. (WECEP is a Work Experience and Career Exploration Program for 14 and 15 year old students who might otherwise quit school.)

5. They are fortunate in having a full-time Job Service Counselor dividing her time between their two high schools. The Job Service Office is happy with the arrangement because she has greatly improved their overall placement record.

Madison - Gary Sisler reporting.

1. All four high schools have developed career education resource centers. As Director of Guidance at Madison Memorial High School, Mr. Sisler was very enthusiastic about the use made of their center. The center is supervised by a paraprofessional who provides assistance 15 hours a week, and adult volunteers take over the balance of the time.

2. Another successful program has been their Career Planning Unit in English-11. Counselors work with the English teachers on factors related to career choice and local members of the Chamber of Commerce comment on the labor market, applications, interviews, job skills, and job performance. Communication skills related to career success is stressed. Student reactions have been positive and some have recommended that a part of the program be started in tenth grade.

Shawano - Fred Ponschok reporting.

1. Shawano High School's journalism class is interviewing businesses and industries to gather information for a Community Handbook for Career Education.

2. Shawano has used results from the Wisconsin Senior Survey in drafting a new five year follow-up instrument.

3. Take-home career development activities for parents and children have been distributed to all students. Separate sets are provided for pre-school, K-4, 5-7, 8-10, and 11-12.

4. They are in the process of developing classroom activities which will incorporate a commercially produced series of sound filmstrips entitled, Who Needs It?, in several different disciplines.

5. A copy of their Career Guidance Plan (6-8) has been sent to our USOE project officer at her request.

6. Shawano has shared its science career education program with its partner schools, Sacred Heart and Saint James, and plans to do the same with art, health, math, and physical education.

7. Plans are underway for a spring inservice training program for their two partner schools.

8. Partner school principals have agreed to serve on their District Career Education Council.

Watertown - No report due to Eileen Scott's illness.

However, Jim Augustin reported that he had gone with Ms. Scott to Marshall, one of Watertown's partner districts, to talk with her University Extension Career Education Class.

CONSORTIUM PROGRESS

The project director led a discussion concerning operation plans for attaining consortium-wide objectives. Apparently most activities are on schedule and objectives will be attained. The project's evaluation consultant reported that he has helped LEAs develop a few additional instruments for the AE Kit. However, he stated that it is difficult to develop transportable instruments to help measure learner outcomes due to unique differences among LEA programs.

All consortium members were reminded to keep encouraging partner schools to take advantage of their opportunities to learn from consortium administrators, counselors, and teachers at all grade levels. However, it was pointed out by one member that we must avoid pushing them too much or too fast in relation to their local situations. Working together on the new proposal has been of considerable help in getting partner schools involved.

IMPROVEMENT OF THE CONSORTIUM

In addition to the fruitful interchange of ideas during the LEA progress reports, the afternoon discussion of ways in which the consortium could be even more effective brought out many constructive suggestions. These included:

1. Continuing use of conference telephone calls to conduct consortium business whenever possible.

2. Scheduling regional meetings of original consortium and partner districts.

3. Sharing of local materials and visiting each other's programs outside of formal consortium meetings.

4. Contributing regularly to the consortium's newsletter.

5. Cooperating by getting monthly reports in promptly.

6. Giving more time for LEA progress reports early on the agenda (as was done at this meeting).

7. Compiling a list of career education resource materials found to be most useful by consortium districts (for general distribution).

8. Using local newsletters and other media to inform local educators and communities about the Wisconsin Career Education Consortium.

9. Using consortium district personnel to inform SEA staff about the many good things going on in career education. In addition to helping to broaden their awareness, the consortium can help SEA staff identify ways in which they can support career education as a strategy for improving instruction in their respective fields.

10. Using consortium district personnel to inform State Assembly and Senate Education Committees about the value of career education.

SLIDE/TAPE PRESENTATION

The showing of Watertown's slide/tape presentation on summer business and industry experiences for educators had to be postponed due to illness of Ms. Scott.

CLOSING COMMENTS

Jim Augustin made a brief report on past evaluations of consortium meetings. The trend reported was one of decreasing satisfaction. However, most participants seemed to feel that this was a most productive meeting.

bb

cc: Orville Nelson, James Augustin, Barbara Thompson, Dwight Stevens, Robert Van Raalte, Russell Mosely, Arnold Chandler, Richard Roth, Ruel Falk, Gloria Butler, and All Career Education Directors in Partner Districts

Minutes of June 21, 1977 Meeting
of the
Wisconsin Consortium for Improving Career Education

The meeting was called to order at approximately 9:50 a.m. in the Kahler Motel, Lake Delton, Wisconsin.

Consortium directors or their representatives present were: Roland Cross, Oregon; Jerry Kain, Kimberly; Fred Ponschok, Shawano; Eileen Scott, Watertown; Gary Sisler, Madison; Clifford Stanford, Eau Claire; Al Stessman, Sheboygan; and Connie Thompson, Madison.

Also present were Jim Augustin, Project's Evaluation Specialist, Robert Meyer, Project Director, and Orville Nelson, Third Party Evaluator. Mrs. Roland Cross was our guest observer.

1. The project director reported that no word had been heard from USOE concerning our proposal for training and retraining. However, he stated that lack of communications at this time was probably a positive indication that we would be funded, since letters of disapproval must have gone out by now.

2. The project director informed the group concerning the current status of federal legislation for career education, so they could take appropriate action as they saw fit.

3. Several items concerning career education materials and indications of support for career education were called to the attention of the local directors.

4. The first draft of the consortium-wide section of the final report prepared by Jim Augustin and Bob Meyer was distributed for review and reaction. It was discovered that No. 10 had been omitted in the narrative. (Additional suggestions for improvement are invited by mail or telephone.)

5. Following a step by step review of the guidelines for writing the final report, each person worked on his/her report. (The main purpose of this meeting was to get away from our offices so we could concentrate on writing reports.)

6. Orv Nelson helped to interpret data on computer printouts done by U.W.-Stout for several of the LEAs' local evaluation efforts.

7. Jim Augustin and Bob Meyer reviewed first drafts of some reports and provided suggestions for improvements.

8. The project director assured everyone that they were not to be concerned with points 1-8 (project identification data) or number 15 (abstract). However, they must all include USOE's points 9-14 in their narrative.

9. An omission was discovered in the guidelines mailed on May 15. They failed to indicate that No. 10 should be covered in the narrative as well as by completing the participant summary form. For example:

   "10. See participant summary form attached."
   (plus any explanation needed concerning the figures reported such as "Total student enrollment figures are reported since all are involved in guidance activities, an important component of career education;" and/or "Despite strong efforts to recruit minority teachers, we have been unable to hire any to date.")

10. The project director will contact all local directors as soon as he hears from USOE concerning our 1977-78 proposal.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

newsletter

AUGUST 1976

(First 4 pages of a 12 page newsletter. Note page 3.)

from the state superintendent

PAST ACCOMPLISHMENTS SHOW THE WAY TO NEW OPPORTUNITIES

This first issue of the Department Newsletter of the 1976-77 school year gives me an opportunity to express greetings to old friends in the education community and to extend a warm welcome to those who will be serving in Wisconsin schools for the first time. There are several new administrators in the schools and many teachers are beginning their careers. It is a pleasure for me as State Superintendent to welcome you and to wish you much success in your new endeavors.

The beginning of a new school year also seems an appropriate time to review some of the major activities of the past school year.

Surveys taken in districts where review teams visited to consider compliance with the 13 standards show that these districts report general satisfaction with the manner in which the reviews have been conducted. The Department will make available statistics concerning the compliance with the standards.

Among the major accomplishments during the past year was the development of administrative procedures for Title IV of the Elementary and Secondary Education Act. A team of specialists from the Office of Education has commended the Department for the manner in which this program has been initiated.

One of the continuing concerns in the administration of several federal programs is the involvement of nonpublic schools in the operation of those respective programs. We have been working diligently to resolve those issues and have confidence that solutions agreeable to all are now available.

Much has been done to put into operation the mandates of that portion of Chapter 115 having to do with programs for handicapped children. When this law is fully implemented, Wisconsin will have achieved an exemplary and enviable position with regard to services for handicapped children.

The certification section of the Department has been undergoing a reorganization which will lead to faster turnaround times in the certification process. Although we may not be able to achieve our goal immediately, we anticipate the ability to issue licenses and certificates within 24 hours after a bona fide application has been received.

Our achievements include progress toward a revised uniform accounting handbook; positive steps toward compliance with Title IX of the federal Education Amendments of 1972 and Chapter 94 of the Wisconsin Laws of 1975; and completion of the reports of the task force on sex and minority role stereotyping.

The Department is now at work preparing the budget that will provide aids for the 436 districts of the state. Our requests will be based upon carefully drawn projections of what enrollments and the costs of education will be as much as three years hence.

We will also be developing the administrative procedures for the new bilingual bicultural bill which will go into effect in the 1977-78 school year.

So, as school opens once again this fall, new challenges face all of us. These challenges can evolve into opportunities if all resolve to work cooperatively together at all levels, and I am confident that this will be the case.

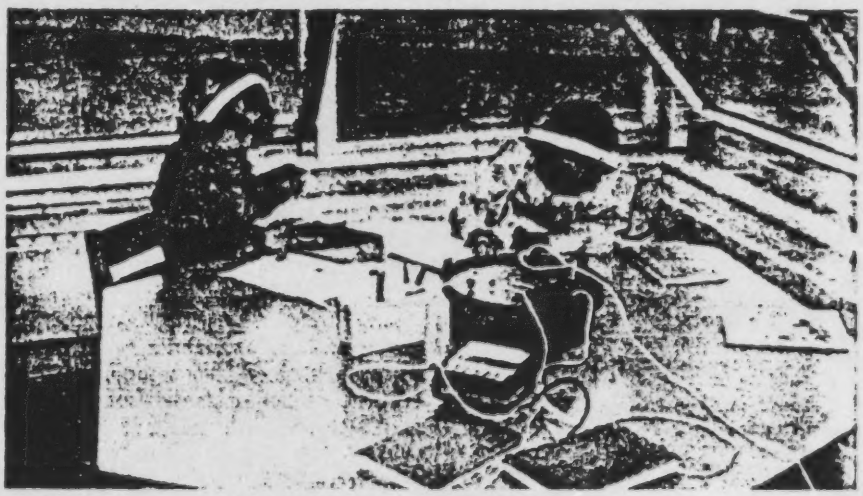
Barbara Thompson
State Superintendent

GRAFTON'S KINDERGARTEN PROGRAM LAUDED

A novel team-teaching, learning center approach to kindergarter training by Grafton Public Schools continues to generate enthusiasm among pupils, parents and teachers alike.

According to Betty Kraus, K-5 Curriculum Coordinator, who helped plan and develop the program three years ago, the basic principles under which it operates are: (1) the utilization of large group instruction for presentation of major concepts; (2) small group instruction for specific developmental needs; and (3) individual instruction through learning centers which are developed sequentially with "jobs" varying in degree of difficulty.

(continued on page 8)



Children in the "listening center" follow the text while listening to a taped story. Projects based on the theme of the story follow the reading/listening assignment. Photo: Grafton Public Schools.

New District Administrators

Alma Center – *Fred L. Colvard,* succeeds *Michael Laverty* who has retired. Colvard comes to Wisconsin from Nebraska where he was an administator in the South Sioux City Community Schools.

Almond – *Wayne Edwards,* former assistant administrator at Princeton, succeeds *Richard Dignan* who is now district administrator at Wittenberg-Birnamwood.

Amherst – *Robert Barrett,* former Wabeno district administrator, succeeds *Walter L. Bohman* who has retired.

Butternut– *E. William Seeburger* succeeds *Vernon L. Stoltz* who is retiring after 30 years–25 as district administrator–with the Butternut Schools. Seeburger formerly with the Gibraltar Schools, had been taking advanced study at UW/Milwaukee.

Cambria-Friesland–*Jon E. Litscher,* principal of Amity elementary school at Brandon, has been named as district administrator to succeed *William Emanuel,* who is now the district administrator at Mercer.

Chilton–*Wayne DeMaster,* superintendent of schools at Virginia, Illinois since 1974, has succeeded retiring district administrator *A. W. Gordon,* who has served 21 years in that position. DeMaster previously served as a high school principal at Cloquet, MN for three years before holding the superintendent's position at Virginia.

Columbus–*D.D. Mortimer* moves up from the principalship of Columbus High School to become district administrator, succeeding *M. A. Patchett* who is retiring after 21 years as district administrator.

No. 7 Delafield–*Cyril J. Richter* is the new district administrator replacing *Ronald Davis* who is taking advanced studies. Richter is former administrator at North Lake Elementary.

Jt. No. 2, Delafield, Nashota–*Bernard Stankewicz* is now district administrator after having served five years as principal of Nashota Elementary School.

Elkhart Lake, Glen Beulah–*L. Gene Wilson* is the new district administrator replacing *William A. Towner* who is now district administrator at Whitehall. Wilson is the former principal of Jefferson High School, Jefferson.

Florence–*James Falkner* has succeeded *Lee D. Meyers* who has resigned to enter private business. Falkner comes to Florence from Ashland where he was high school principal.

Gibraltar–*William T. Van Laanen,* formerly district administrator at Lodi, succeeds *Edmund W. Seeburger* who is now district administrator at Butternut.

Jt. No. 1, Glendale, River Hills–*John R. Belton,* former elementary curriculum specialist with Milwaukee Public Schools, is the new district administrator. He succeeds *Oliver C. Heine* who was the first administrator of the district and served for 28 years.

Gratiot, South Wayne–*Robert Beaver,* former principal of Platteville High School, is the new district administrator, succeeding *John Steiner.*

LaFarge–*Paul Jacobson,* elementary principal for the past six years, is the new district administrator succeeding *Albert Oaklief* who has retired after serving in the district for 33 years.

Lake Mills – *Robert Ames,* district administrator at Manawa for six years, has succeeded district administrator *Terrance J. Sheridan,* who will be assistant administrator in charge of curriculum at Eau Claire. Sheridan served as Lake Mills district administrator for four years.

Lodi–*John Sauerbert,* former district administrator at Turtle Lake, has succeeded *William VanLannen,* who has been appointed as administrator of the Gibraltar school district. VanLannen was Lodi district administrator for three years.

Mercer–*William H. Emanuel,* district administrator at Cambria-Friesland, has succeeded *Warren Evenson* as district administrator. Evenson served three years in that position.

Oak Creek–*Milton Bleeke,* formerly an associate professor in the Department of Education at Ripon College, has succeeded *Gilbert Grosenick* who has retired after six years as district administrator. Grosenick intends to spend his retirement at Lake Okauchee in the summer and at Clearwater, FL in the winter.

Oostburg–*Edward Grooshuesch,* principal of Oostburg High School since 1967, has succeeded district administrator *Earl H. Ruedy,* who is retiring after 40 years in the field of education. Ruedy and his wife, Bertha, plan to move to Cape Coral, Florida.

Random Lake – *Lloyd Geiken,* principal of Shorewood High School the past 11 years, has succeeded district administrator *James B. Knoblauch,* who announced his retirement in January. Knoblauch has been district administrator since 1967 and prior to that served in the same capacity at Cambridge Schools for 10 years.

Rio–*James Ticknor,* director of instructional services at Sparta, has succeeded district administrator *Earl J. Anderson,* who has retired after eight years in that position. Anderson said he presently has no definite plans for his retirement years.

Somerset–*Donald P. Pierce,* principal, assistant principal and teacher at Menomonee Falls for 17 years, has been named district administrator to fill the vacancy resulting from the death of *Robert A. Seibel.*

Taylor–*Joseph Innis,* a principal and teacher for three years in the Taylor school system, has succeeded district administrator *Robert Michaels* who resigned.

Wabeno–*Lyman Franzwa,* former Spring Valley district administrator, has replaced district administrator *Robert E. Barrett,* who is now the district administrator at Amherst.

West Salem–*James Larson,* administrator of the Augusta school district, has succeeded district administrator *Lionel Strand,* who has resigned due to ill health. Strand served 10 years in that position.

Wittenberg, Birnamwood–*Richard Dignan,* school district administrator at Almond for the past eight years, has succeeded *Erwin Wickstrom,* who has retired after 19 years as district administrator and more than 40 years total service in education.

(continued on page 3)

newsletter

August 1976 / Volume 29, Number 11

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D.
State Superintendent
126 Langdon Street, Madison, WI 53702

Issued by: Publications and Information Services
David R. Jamieson, Director

EDITOR.....Emil Fisher, Jr.
ARTIST.....Vicki Fredrick

Published monthly except June and July. Single copies mailed on request to Wisconsin public schools.

Second class postage paid at Madison, Wisconsin

EXPRESS

New From DPI

Fifteen demonstration packets and 18 assessment and evaluation instruments developed by the Wisconsin K-12 Career Education Consortium are available free while the supply lasts. Order from Robert Meyer, Room 404, DPI.

Demonstration Packets:

1. Career Education and Basic Skills Curriculum Development, K-5
2. Career Education Plan and Assessment Instrument for Elementary Teachers-Social Studies (Self) Skills
3. Career Education-Staff Development
4. Career Guidance Activities
5. Counseling, Guidance, and Career Development
6. Development of a Community Resource Code
7. Development of a Community Resource Persons List for Career Education
8. Development of Job Placement Services for High School Youth
9. Development of Local Slides to Depict Job Opportunities in Community
10. Development of Self Awareness Within the Second Grade Curriculum
11. Development, Organization, and Operation of a Business and Education Council
12. Five Career Education Ideas
13. Foreign Language and Careers
14. High School Placement Project
15. Integrated Grade Three Science Unit (Electricity) with Career Development and Language Arts

Assessment and Evaluation Instrument:

1. Student Career Development Needs Assessment
2. Assessment of Curriculum Development Competencies
3. Self Development Needs Assessments
4. Newsletter Survey
5. Career Education-Basic Skills Materials Evaluation Form
6. Demonstration Package Feedback Form
7. Instrument Draft Feedback Form
8. Evaluating an Assessment Instrument
9. Parent Survey
10. Career Education Activities Survey and Career Education Activities Log
11. Student Questionnaire on Guidance Services
12. Staff Involvement Survey
13. About My Classroom
14. Interaction Experience with Business People
15. Student Assessment of Career Development Activities
16. Career Education Workshop Evaluation
17. Meeting Evaluation
18. Survey for Identifying Resources Available to Public Schools

* * * * *

State of Wisconsin Annual Evaluation Report, Title I, Elementary and Secondary Education Act of 1965, Fiscal Year 1975 is a report in three sections. Section I provides statistical data on FY 1975 Title I program participants, staff and activities; Section II examines factors related to program operation, and Section III presents summary data on student achievement in reading and mathematics. This report has been distributed to DPI staff, members of Title I advisory committees, other state departments of education, the U.S. Office of Education, and to local school staff attending the regional evaluation workshops held in May of 1976. Additional copies are available without charge to schools upon request.

* * * * *

State of Wisconsin Annual Evaluation Report, E.S.E.A. Title I Programs for Neglected and Delinquent Children, Fiscal Year 1975 is a report providing summary statistical data on the Title I projects and student participants, and separate program descriptions and evaluations for each of the six state institutions which operated a Title I project in FY 1975, are included in this report. Schools may obtain additional copies without charge upon request.

Educational Record (cont. from page 2)

Comings & Goings at DPI

Bernard Franckowiak, Director, Bureau of School Library Media Programs, will leave in August to become an associate professor at the University of Washington School of Librarianship in Seattle. Ben takes with him an outstanding record of national and state leadership in school library media services.

John Kopischke, Director, Bureau for Reference and Loan Services, left at the end of July to assume the position of Executive Director, Nebraska Library Commission. John's eight years at the helm of the Reference and Loan Library have been marked by increasing diversification of materials and services, and a steadily increasing involvement in a state-level network of resource library services.

Mary Carr, librarian at the Cooperative Children's Book Center, resigned effective July 1, and is relocating in Sarasota, Florida.

Harold D. Schmidt has joined the Department of Public Instruction as an education consultant in the Division of Handicapped Services. His work will be in the area of special learning disabilities. Schmidt earned his B.S. in Education in 1967 and M.S. in Behavorial Disability in 1968 at the University of Wisconsin, and received SLD certification from Cardinal Stritch College. Before coming to DPI, he was a learning disabilities teacher in the Milwaukee public school system.

William Colby, former director of the Equal Educational Opportunities unit, retired from DPI on June 30, 1976. Bill came to DPI on February 1, 1969 from East St. Louis, Illinois, where he was a high school principal and taught in the evening at the adult education high school in the school district of St. Louis. He also served as an educational consultant to the Illinois State Department of Public Instruction, as a federal project director of a program to reclaim dropouts, and was a visiting lecturer on the staff of the University of Illinois and Southern Illinois University. Bill's future plans include traveling, golf, and continuing longstanding friendships in this country and abroad.

Russell Way, former director of Title III of the Elementary and Secondary Education Act (ESEA), retired from DPI on June 30, 1976, after nearly 10 years of service. Way came to DPI from the Green Bay school system where he was superintendent. He had previously served as superintendent at Merrill, in Manawa, and in Winona, Minnesota. With DPI, Russ also acted in a liaison capacity with the R&D Center at the University of Wisconsin-Madison and was active in the development of the multi-unit concept and its implementation in many Wisconsin schools.

State and Federal Regulations Pertaining to Student Records

The Federal Family Educational Rights and Privacy Act, dealing with student records, was enacted at the end of 1974.[1] Proposed regulations to implement this law were issued by HEW in January, 1975. On June 17, 1976, the final HEW regulations implementing the federal student records law went into effect. Wisconsin also has a state law governing access to student records, Section 118.125 Wis. Stats., which become effective with the beginning of the 1974-75 school year.[2] This article will explore some of the differences between the proposed federal regulations and the final federal regulations, and also point out some of the differences between the final federal regulations, and the state law, noting possible conflicts between the two laws. Generally, where conflicts exist, compliance with the strictest law will result in compliance with both. In some cases, however, the conflicts may not be resolved and in these instances the school must so advise the Family Educational Rights and Privacy Act Office (FERPA) giving the text and legal citation of the conflicting law.[3]

The federal law applies to all educational agencies or institutions to which federal funds are made available under any federal program administered by the U.S. Commissioner of Education. Schools which fail to comply with the federal law risk discontinuance of their federal funds.

Both the state and federal laws define student or education records, both require that a parent or an adult student be allowed to inspect and review the student's records, and both require that student records not be disclosed to third parties except in certain specifically enumerated situations without the written consent of the parent or adult student. The federal law also requires that provision be made for the parent to request that the records be amended, gives the parent and student the right to a hearing on whether the records should be amended, and if the records are not amended, gives the parent or adult student the right to place a statement in the records concerning any contested portion of the records.

The final federal regulations have redefined "parent" to include "A parent, a guardian, or an individual acting as a parent of a student in the absence of a parent or guardian." The federal law, like the state law, requires that a parent of a minor student be allowed to inspect and review the student's records. The provision that a person acting as a parent in the absence of a parent shall be treated as a parent under the law is new with the final regulations, and it is uncertain how broadly this definition will be interpreted. Our state law requires that the parent or guardian of a minor student be shown, upon request, the student's records. Section 118.125 does not define the terms "parent or guardian." However, it is believed that these terms, under state law, do not include someone who is "acting as a parent of a student in the absence of a parent or guardian." Thus, if a school district complies with the federal law, and discloses the contents of a student's records to a person acting as the student's parent, it might be in violation of the state law which would require written consent before releasing the records to such a person.

The final federal regulations also provide some clarification regarding the rights of a parent who is separated or divorced and may not have custody of his/her child.

An educational agency or institution may presume that either parent of the student has authority to inspect and review the education records of the student unless the agency or institution has been provided with evidence that there is a legally binding instrument, or a State law or court order governing such matters as divorce, separation or custody, which provides to the contrary.[4]

Therefore, under the federal law, either parent may exercise rights accorded to parents under the law unless the school is presented with evidence, for example a divorce decree, which provides that one of the parents no longer has such authority. There is probably no conflict between this provision in the federal law and the provisions of state law. The state law simply extends certain rights to "the parent" and makes no distinction between a parent who has custody of a student and one who does not.

The federal regulations enumerate ten situations in which education records may be released without the written consent of the parent or the adult student. Section 118.125 also contains some exceptions to the requirement of written consent, but the state law does not have as many exceptions as the federal law. For example, under both laws, once a student is 18 the parent no longer has the right to inspect the student's records without the student's written consent. However, under the federal law there is an exception which allows schools to grant access to parents without the written consent of the adult student if the student is a dependent as defined by the Internal Revenue Code. No such exception exists in the state law.

The federal law also permits disclosure without written consent if the information is disclosed "To comply with a judicial order or lawfully issued subpoena" and if the school makes a reasonable attempt to notify the parent or adult student of the order or subpoena before it complies with it. The state law exception in this area is narrower. It provides for disclosure of *progress* records without written consent to a judge if the student is the subject of a proceeding in his court.[5] The state statute also permits disclosure of records in response to a subpoena, but the judge may only turn such portions of the records over to the parties as may be relevant for the purposes of impeachment of a witness.

Even though the state law is stricter because it has fewer exceptions to the requirement that written consent be obtained before releasing information to third parties, there is not necessarily a conflict between the two laws. This is true because the federal regulations provide that while a school *may* disclose information from records without written consent in ten enumerated situations, nothing in the law *requires* a school to disclose information in these situations.[6] Thus, by complying with the stricter state requirements, a school would not be in violation of the federal law.

A new requirement of the final federal regulations is that each institution adopt a written policy which reflects the minimum requirements of the federal law. The regulations enumerate the things which must be included in such a policy. The state law also requires that a school

(continued on page 5)

DPI PUBLICATIONS LISTING

November 1976

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 Langdon Street
Madison, Wisconsin 53702

EXTRA COPIES of this listing are available on request. We suggest at least enough copies be ordered for each library, each school building, the business office, and for those staff members responsible for curriculum development.

(FIRST 2 PAGES OF AN 8 PAGE CATALOG. NOTE PAGE 2.)

Wisconsin Department of Public Instruction publications are developed by professional staff primarily for use in public schools. Sample copies are routinely sent to Wisconsin school districts. Additional copies may be obtained at the prices listed.

ORDERING INFORMATION

Please indicate titles and publication numbers--where shown--when ordering.

A purchase order is required from all schools and government institutions. All other orders must be accompanied by the remittance. Orders can be accepted only from within the United States, its territories and possessions.

Please make checks payable to Department of Public Instruction.

The sale price includes postage to destination.

Wisconsin non-public schools and non-profit organizations should include their Wisconsin Sales Tax Exemption Number with their order.

Before ordering, we suggest you assess your needs very carefully as publications are not returnable for credit or refund.

FREE COPIES

A title listed at no charge refers to requests for single copies. When multiple copies of the same title are wanted, please write explaining the request.

Because of ever increasing postal rates, it has become necessary to add a postage and handling fee to free copy requests as follows:

1 copy	25¢
2-3 copies	50¢
4-5 copies	75¢
5 or more copies	$1.00

No postage and handling charge will be made for free publications which are included with an order for publications for which there is a charge.

PUBLICATIONS CERTIFICATES

To save the inconvenience of writing purchase orders and checks for small orders, Publications Certificates in 5 cent, 25 cent, and 50 cent denominations are available. These may be purchased in any quantities and used when ordering publications from DPI.

When refunds are necessary on prepaid orders, certificates will be sent for up to $5.00 in "change." Certificates may be redeemed for cash at any time.

CONTENTS

DPI SERIAL PUBLICATIONS 1
CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS 2
GENERAL INTEREST PUBLICATIONS 4
DIVISION FOR HANDICAPPED CHILDREN 7
LIBRARY/MEDIA MATERIALS 8
SCHOOL ORGANIZATION 8

DPI SERIAL PUBLICATIONS

Bureau Memorandum: Published quarterly by the Division for Handicapped Children's Services. Features substantive and interpretive articles, policy statements and legal opinions on crucial educational concerns in the education of exceptional children and youth. Articles are from DHC staff and outside contributors. Controlled free circulation to Wisconsin special educators, libraries and designated allied agency personnel.

Chrome Yellow: Published quarterly by Pupil Transportation Services. Deals with all concerns of school transportation: legal, policy-making, safety practices, data collection, cost analysis, etc. Controlled free circulation to administrators, transportation supervisors and contractors.

Department of Public Instruction Newsletter: Published monthly except June and July. Features news items and other information of interest and use to public school educators. Circulated free to Wisconsin educators and interested persons on request.

Planning and Evaluation Reports: Published at intervals. Covers educational research, evaluation, and planning articles covering a wide range of topics. Controlled free circulation to school districts, libraries, and other selected organizations and individuals.

Guidelines For Pupil Services: Published three times annually, this journal describes effective practices, demonstrates applications of research, and relates to the professional problems of pupil services in the school setting. Copies are provided free of charge to all Wisconsin school counselors, school social workers, school nurses, school psychologists, employment service counselors, counselor educators, and vocational, technical and adult education counseling personnel.

School Food Service News: Bimonthly. Includes news about program administration, new food developments, plentiful foods for the season, recommended menus, and what the federally donated foodstuffs will be for the two months of publication. Circulated free to school district administrators and school food service personnel.

Wisconsin Library Bulletin: Bimonthly. Features professional articles related to library/media center service, materials lists, and news of library/media service interest in Wisconsin. Controlled free circulation to Wisconsin libraries/media centers, school district administrators, public library trustees, and state agencies. Other subscriptions are $5.00 per year; $1.00 for a single issue.

CURRICULUM GUIDES AND RELATED MATERIALS

Agriculture

5011 *Vocational Agriculture/Agribusiness Curriculum Guide* 1974. 160 pp. $3.00 A curriculum guide for instruction in Wisconsin high schools developed cooperatively by the WAVAI, DPI, WBVTAE, and UW-Madison, UW-River Falls, and UW-Platteville. Contains 56 units in vocational agriculture/agribusiness.

Art (Also see Ecology-Environment)

184 *A Conceptual Approach to Art Curriculum Planning K-12.* 1970. 36 pp. $1.00
A guide which deals with the philosophy and elements of art curriculum development at the local level. The content is applicable to the traditionally organized schools oor those pursuing innovative forms of organization. The emphasis is upon generalizations, concepts and instructional procedures related to the making of art and the viewing or art.

173 *Environment for Art Instruction K-12.* 1969. 26 pp. $1.00
A guide designed to serve as an informational resource regarding administrative factors pertaining to organizing the environment for art instruction in local school districts. It is a visually appealing publication which is illustrated and organized in a very readable form.

Career Education

— *Guidelines for Establishment of WECEP Programs in Wisconsin.* Booklet. 1976. No. Charge.
A guide for administrators, board members, and L.V.E.C.'s that sets forth state and federal standards for the establishment of Work Experience and Career Exploration Programs (WECEP). WECEP is a work-study program for 14 and 15-year-old potential school leavers. Included is information on staff requirements, student employment, labor regulations, local record keeping, funding, and evaluation.

3029 *K-12 Guide for Integrating Career Development into Local Curriculum.* 1971. 265 pp. No Chg. (Excerpted Edition, Career Resources Section, Pages 56-251, is deleted.)
A guide to assist local school personnel develop and implement a sound and well coordinated career education program in Wisconsin schools for all students.

— *K-12 Career Education in Wisconsin.* Brochure. No Chg.
Describes Wisconsin's approach to career education including excerpts from the state guide.

— *Suggested Guidelines for Implementing Work Experience Programs.* (See description under Pupil Services)

Fifteen demonstration packets and 18 assessment and evaluation instruments developed by the Wisconsin K-12 Career Education Consortium, 1976. No Charge. Limited Supply.

Demonstration Packets

1. Career Education and Basic Skills Curriculum Development, K-5
2. Career Education Plan and Assessment Instrument for Elementary Teachers-Social Studies (Self) Skills
3. Career Education-Staff Development
4. Career Guidance Activities
5. Counseling, Guidance, and Career Development
6. Development of a Community Resource Code
7. Development of a Community Resource Persons List for Career Education
8. Development of Job Placement Services for High School Youth
9. Development of Local Slides to Depict Job Opportunities in Community
10. Development of Self Awareness Within the Second Grade Curriculum
11. Development, Organization, and Operation of a Business and Education Council
12. Five Career Education Ideas
13. Foreign Language and Careers
14. High School Placement Project
15. Integrated Grade Three Science Unit (Electricity) with Career Development and Language Arts

.....

Assessment and Evaluation Instruments:

1. Student Career Development Needs Assessment
2. Assessment of Curriculum Development Competencies
3. Self Development Needs Assessments
4. Newsletter Survey
5. Career Education-Basic Skills Materials Evaluation Form
6. Demonstration Package Feedback Form
7. Instrument Draft Feedback Form
8. Evaluating an Assessment Instrument
9. Parent Survey
10. Career Education Activities Survey and Career Education Activities Log
11. Student Questionnaire on Guidence Services
12. Staff Involvement Survey
13. About My Classroom
14. Interaction Experience with Business People
15. Student Assessment of Career Development Activities
16. Career Education Workshop Evaluation
17. Meeting Evaluation
18. Survey for Identifying Resources Available to Public Schools

Communications Arts

7087 *A Resource Unit in Film.* 1976. 32 pp. No. chg.
This publication is designed as a teacher resource unit for the teaching of film and/or film making in the secondary schools. Primarily intended for communication arts and/or English teachers with responsibilities in this area, it includes detailed objectives, resources, and activities which can assist the teacher in this area of instruction.

Conservation

120 *A Guide to Conservation and Resource-Use in Wisconsin Schools.* 1963. 116 pp. $1.00
A resource unit for teachers of conservation.

Driver Education
(Also see Safety Education)

524 *Man—Vehicle—Environment: Wisconsin Driver Education and Traffic Safety Guide* Rev. 1976. 60 pp. $1.50
The result of a series of curriculum workshops held by the Department of Public Instruction, this guide represents the thinking, experience and efforts of leading driver and traffic safety educators. The revision includes an addendum of suggested behavioral modification activities.

Ecology-Environment

(Also see Foreign Languages, Mathematics and Conservation)

5500 *Aesthetics in Environmental Education.* 1975. 60 pp. $2.00
Produced in full color, this publication is intended to provide a philosophic point of view on aesthetics and the environment and to serve as a resource for incorporation of environmental aesthetics learning experiences into any subject.

3171 *Ecology and Human Values.* 1972. 56 pp. 75 cents
A high school course for the teaching of ecology as it relates to human values. Included in this developmental guide are various student activities and readings together with a content outline which can be used in both social studies and science programs.

English and Reading

English for Vietnamese Students
See "Foreign Languages."

5478 *Composition in the Language Arts, Grades 1-8: An Instructional Framework.* 1975. 44 pp. $1.00
A framework of essential elements of composition objectives, and activities intended to help educators design an elementary composition component for school language arts programs. It is essentially a monitoring system with built in evaluation which allows for on-going assessment of student progress.

468 *English Language Arts in Wisconsin.* Rev. 1970. 449 pp. $2.25
Providing for sequential growth in the language arts, this revised K-12 curriculum guide combines the three original guides published by the Wisconsin English Language Arts Curriculum Project.

6340 *Teaching Sentence Structure and Sentence Combining in the Middle Grades.* 1976. 68 pp. $2.00. Intended primarily for language arts teachers in the middle grades and beyond, the publication is divided into 3 sections: (1) a position statement on the nature of grammar and its role in the school; (2) a set of inductive experiments in basic grammar concepts with explanatory suplements for the teacher; and (3) basic sentence-combining models illustrating ways modern grammar can be utilized to teach selected writing skills.

Partners in Career Education

By James W. Augustin*

The Wisconsin K-12 Career Education Consortium (WCEC) was recently awarded a grant of $199,212 for a second year of operation by the Career Education Office of the U.S. Office of Education. The Consortium, established in 1975 with the help of federal funds, is comprised of the Wisconsin Department of Public Instruction and the seven public school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. All seven districts have been active in career education for several years and were chosen for membership in the consortium because of their capacity to provide good demonstration programs. During this second project year, members are focusing upon strengthening existing programs and leadership and sharing accomplishments with other school districts throughout the state and nation. A highlight of this year's activities has been the adoption, by each local educational agency (LEA), of a "partner" school district just beginning to infuse career education into its curricula.

The partner districts are as follows:

Consortium Districts	Partner Districts
Eau Claire	Stevens Point
Kimberly	Little Chute
Madison	Janesville
Oregon	McFarland
Shawano	Sacred Heart (Roman Catholic) and St. James (Lutheran) Schools in Shawano
Sheboygan	Port Washington and Sheboygan Falls
Watertown	Waterloo

Beyond their expressed interest in becoming partners, participating school districts were chosen based upon several criteria which included:

1. commitment to and support of career education from the local board and district administrator,
2. organization of a local leadership team involving at least a supervisor of curriculum development (or equivalent), the local vocational education coordinator (LVEC), and the director of guidance,
3. organization of a career education committee involving the above leadership team, building principals, and key teachers representing various disciplines and grade levels,
4. expressed community interest in working with school personnel in implementing career education,
5. organization of a local advisory committee for career education consisting of representatives from agriculture, business, industry, labor, professions, parents, and various civic and service organizations, and
6. reasonable travel distance between the consortium district and partner district to facilitate working together.

The nature and extent of involvement in helping the partner schools depends upon the schools' needs and requests. Some consortium members have begun by assisting their partners in assessing local needs and setting goals. Others are helping their partners plan career education strategies through such activities as joint meetings of career education advisory committees and leadership teams.

In implementing career education, some districts hope to conduct joint workshops for teachers and counselors, while others may set up systems of loaning career education materials to partner schools to preview before purchasing. During its first year of operation, the consortium developed and field tested twenty-two informative packages of materials demonstrating various facets of career education such as development of community resource guides, business and education coordinating councils, and placement services for high school students. Members are sharing these products with their partners.

Assistance in the area of evaluation has also been offered. Partners will be helped in their measurement of processes and outcomes to determine if local objectives are attained and provide data which will be useful in decision-making for program improvement. Evaluation instruments developed by the consortium during the 1975-76 project year will aid in this activity.

The WCEC members found their first year of sharing and working together to be a very profitable experience. As they operationalize the concept of partner schools, they are anticipating another year of exciting growth in career education.

* Mr. Augustin is a Specialist at the Wisconsin Vocational Studies Center and serves as half-time evaluation consultant to the Wisconsin K-12 Career Education Consortium.

K-12 CAREER EDUCATION CONSORTIUM NEWS

Vol. II — Wisconsin Department of Public Instruction — October 1976 — No. 1

OCTOBER 15 REGISTRATION DEADLINE FOR NATIONAL CONFERENCE ON CAREER EDUCATION

(Registration packets available from DPI)

Plans are in their final stages for the U.S. Commissioner's National Conference on Career Education to be held in Houston, Texas, on November 7-10, 1976. Participants will have an opportunity to attend four general sessions and select eight out of more than 350 sectionals offered by practitioners on various facets of career education.

Each state will have a booth along with displays from commercial vendors; and a State Caucus is scheduled for Wisconsin participants on Tuesday evening, November 9, in Houston's Astrohall from 7:30 to 9:00 p.m.

Conference planners are aiming for two-thirds attendance from business, industry, labor, professions, and other community groups; and one third from educators. If your school and community need additional registration packets, call Bob Meyer at DPI, (608) 266-7987.

- - - - - - - - -

REDUCTION OF STEREOTYPING STRESSED AT PROJECT DIRECTORS' MEETING

At a recent meeting of USOE Project Directors held in Washington, DC, two major sessions were devoted to the need to reduce sex and race stereotyping. Most agree that the career awareness component of career education provides an excellent vehicle for eliminating stereotyping in occupations. The absence of stereotyping must be an important criterion in the selection of commercially produced resource materials, and in the development of local materials. Care should also be taken to avoid sex bias in all school and community activities planned with and for students.

- - - - - - - - -

OSHKOSH AND THE WISCONSIN CONSORTIUM AWARDED SECOND YEAR PROJECTS

Of last year's 80 USOE Title IV career education projects only 24 were funded for a second year, and the Oshkosh Public Schools and the Wisconsin K-12 Consortium for Improving Career Education were among those 24. From over 800 proposals, only 71 were awarded funds for 1976-77 career education projects (other than state plan projects).

The Oshkosh FY'77 project, under the direction of Richard Crombie, received $37,504 to continue its demonstration activities, and the Wisconsin K-12 Consortium has been awarded $199,212 to continue providing leadership in career education. Robert S. Meyer, State Supervisor of Career Education, will continue to serve as project director, and the seven consortium schools and their local project directors are: Eau Claire, Clifford Stanford; Kimberly, Jerome Kain; Madison, Ellen Meister; Oregon, Roland Cross; Shawano, Fred Ponschok; Sheboygan, Allen Stessman; and Watertown, Eileen Scott.

- - - - - - - - -

SCHOOL STAFF VISITS BUSINESS AND INDUSTRY

On September 2, as part of its pre-session inservice, all 600 plus Sheboygan administrators, teachers, and counselors visited Sheboygan Area business, industry, or public service facility. Each visitation site provided a tour and an opportunity to spend some time with key company personnel, discussing school-business relations. Each staff member was provided a form which sought information regarding the types of resources available to schools through that company. Staff people were also instructed to find out what the companies felt was important to teach students. In the final section of the form, teachers were asked to develop at least two career education activities which could use resources or information from the company visited.

(continued on page 4)

- - - - - - - - -

STATE PLAN PROJECT UNDERWAY; ARLYS GESSNER HIRED AS RESEARCHER/WRITER/EDITOR

Upon receipt of USOE approval of its proposal for the development of a Wisconsin State Plan for Career Education, the Joint Task Force took immediate steps to hire a researcher/writer/editor for its project; and Ms. Arlys Gessner started to serve in this capacity on August 1, 1976. Ms. Gessner was a member of the University of Wisconsin-Stout team that provided third party evaluation of Wisconsin's K-12 Consortium for Improving Career Education in 1975-76.

The proposal calls for an assessment of needs, a survey of resources, development of short and long range (1 and 5 year) objectives, development of operational plans for achieving these objectives, development of plans for administering the state plan, development of a budget for implementing the plan (and identifying sources of support), and development of plans for evaluation.

Ms. Gessner will work under the immediate supervision of Robert S. Meyer, Project Director and State Supervisor of Career Education. However, she will also receive recommendations and direction from the Joint Task Force for the Development of a State Plan for Career Education, and she will receive reactions and advice from a broad based State Advisory Committee for Career Education. Experienced practitioners will serve as resource persons for the task force, the advisory committee and Ms. Gessner.

- - - - - - - - -

WOIS IS "READY TO GO"

Shelley Cary, Director of the Wisconsin Occupational Information System, made a short presentation at the September 8, 1976, meeting of the Wisconsin K-12 Consortium for Improving Career Education. He reported that WOIS has been field tested and is now "ready to go" throughout the state. This computerized information system includes six files:

(1) NOCC, a national occupational file describing 1,300 occupations;
(2) SOCC, a state occupational file describing 400 jobs in Wisconsin;
(3) COL4, an educational training file describing all four year colleges in the country;

(continued on page 4)

WISCONSIN AWARDED $40,000 TO DEVELOP A STATE PLAN FOR CAREER EDUCATION

Forty-seven states, including Wisconsin, have been awarded grants to develop state plans for career education. Of those received, New Mexico's and Wisconsin's were selected as the two best proposals by the review teams brought together by USOE.

Wisconsin's proposal was the result of many hours of work by a Joint Task Force for the Development of a Wisconsin State Plan for Career Education. This task force is made up of representatives from the Wisconsin Board of Vocational, Technical and Adult Education, the Wisconsin Department of Public Instruction, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. Co-Chairmen of the Task Force are Doyle Beyl and Russell Mosely; and other members are Wil Ashmore, Debra Buerosse, Donald Brill, Roland Krogstad, Douglas Lamont, Bruce McConnell, Robert Meyer, Alverna Robinson, and Don Severson.

- - - - - - - - -

CONSORTIUM'S FIRST YEAR REPORT NOW AVAILABLE

An abstract of the Wisconsin Career Education Consortium's first year's report has been mailed to all those on the mailing list for last year's Consortium News. The abstract follows a format prescribed by USOE and covers major activities, participants, evaluation, anticipated changes and/or problems, dissemination, and special activities.

For those interested, a limited number of the complete report is available while the supply lasts. It consists of two volumes, one for the consortium as-a-whole with samples of products developed (197 pages), and one for the reports from each of the seven school districts in the consortium (251 pages). Copies of the abstract or the complete report may be obtained from *Robert S. Meyer, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wis., 53702.*

The Third Party Evaluator's Report is published separately (143 pages) by the Center for Vocational, Technical and Adult Education at the University of Wisconsin - Stout.

- - - - - - - - -

KIMBERLY UPDATES

During the past summer, Kimberly Area School District engaged in several projects to update its career education materials. Some of the activities were a part of the Consortium Inservice and others were part of the District's commitment to career education. Under the direction of Jerry Kain, Career Education Coordinator, accomplishments included:

(1) redoing and expanding the Career Education Resource Guide from the original 23 persons to a listing of 67 persons. Personal contacts, as well as telephone contacts were used with great success. This guide is made available to all staff members.
(2) listing available software in the elementary media centers by job clusters. Teachers will now be more aware of what materials are available within each cluster.
(3) developing individual teaching units for implementation during the 1976-77 school year.
(4) redoing the Career Awareness/Self Awareness Booklet which describes career education in the Kimberly Schools. This will be available for public mailing by November 1.
(5) publishing a comprehensive article about career education in the June issue of the Wisconsin Library Bulletin by two Kimberly teachers, Joyce Hardtke and Marlene Straubel.

Career education continues to be of great importance to the over-all curriculum offerings within the Kimberly Area Schools.

- - - - - - - - - -

SHEBOYGAN - - - "WHERE IT'S AT!"

Sheboygan's Career Education Coordinator, Al Stessman, was finally able to say "roll 'em" to more than 600 teachers, counselors, and administrators on the first day of their pre-service. The first public showing of "Sheboygan - - Where It's At," a half hour slide/tape presentation, created in cooperation with Sheboygan area businesses and industries, was well received. The main purpose of the production is to present students with a representative showing of the wide variety of occupations at all levels of training, experience and salary in Sheboygan. All of the slides were taken

(continued, bottom of column 2)

CONSORTIUM MEMBERS CHOOSE PARTNER DISTRICTS

In its second year proposal, the seven school districts in the Wisconsin K-12 Consortium for Improving Career Education all agreed to select and work with a partner school district in 1976-77. These partnerships will provide a means for passing along the experience and expertise developed by the staffs in the consortium schools to the staffs in their partner schools. Possible activities include assistance with local needs assessments, using appropriate instruments from the Assessment and Evaluation Kit developed by the consortium last year; and joint leadership workshops in which demonstration packets developed last year can be shared.

Participating districts will be:

Consortium Districts	Partner Districts
Eau Claire	Stevens Point
Kimberly	Little Chute
Madison	Janesville Parker
Oregon	McFarland
Shawano	Sacred Heart and St. James (both in Shawano)
Sheboygan	Port Washington, and Sheboygan Falls
Watertown	Waterloo and Waukesha

- - - - - - - - - -

SHEBOYGAN (Continued)

locally and the recording was done using twelve different voices for variety. A professional narrator from a local radio station volunteered his services in the effort.

It is expected that the show can be used in classrooms at the 6-12 levels. It is seen as an excellent introduction to field trips as well as most other career activities. Because of its portability, it is expected that the presentation will receive much use in the classroom. Stessman has already been asked to present the program to a Rotary group in conjunction with a program on local involvement with career education.

This project began last November with the encouragement and shared financial help of the Sheboygan Area Chamber of Commerce.

- - - - - - - - - -

WOIS (Continued)

(4) STET, an educational training file describing over 100 Wisconsin VTAE schools, hospital schools, proprietary schools, and U.W. Center Campuses;
(5) SAID, a financial aids and scholarship file; and
(6) HUMR, a human resources information file.

The computer also has information on occupations in the military services.

WOIS has a back-up system of:

(1) WISC, a microfilm information system called the Wisconsin Instant Information System for Students and Counselors.
(2) Various kinds of resource materials.
(3) Human Resources, and
(4) Toll-free telephone information services.

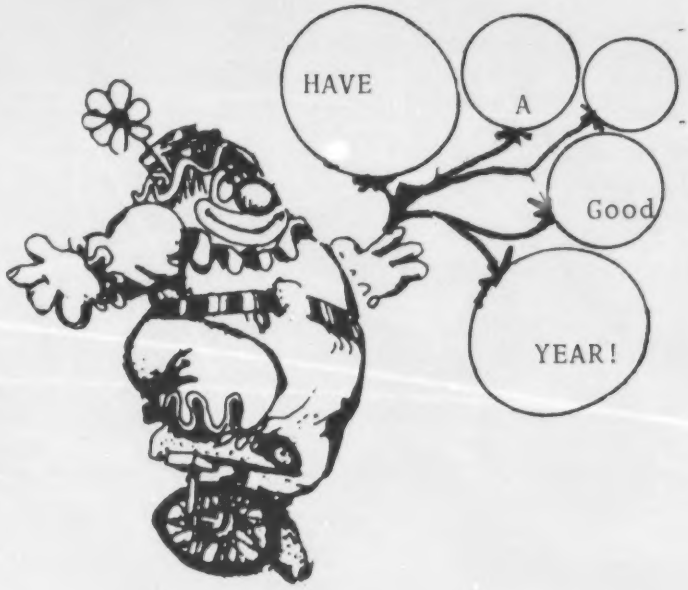
Mr. Cary offered to put on demonstrations of WOIS for selected personnel in interested school districts. His telephone is: (608) 263-5053.

- - - - - - - - - -

STAFF VISITS (Continued)

Almost 50 businesses were involved in the project and the results of the reports will be compiled into a small booklet and distributed to each teacher. As part of its obligation to incremental improvement, Sheboygan is asking each teacher to utilize at least two community resources in the classroom during the school year.

- - - - - - - - - -



Published monthly by the
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

Bulk Rate
U. S. Postage
Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:

K-12 CAREER EDUCATION CONSORTIUM NEWS

Wisconsin Department of Public Instruction

Vol. II November 1976 No .2

USOE CAREER EDUCATION PROJECTS ANNOUNCED

According to a listing recently published by the U.S. Office of Education, current projects being funded under Sections 402 and 406 of Public Law 93-380 and administered by the Office of Career Education are divided into six categories. The number of projects and total amount of funding for each category are as follows:

32 projects $4,293,723
to effect incremental improvement in K-12 career education. (Two in Wisconsin totaling $236,716.)

8 projects 804,201
to demonstrate career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.

14 projects 973,390
to demonstrate career education for such special segments of the population as handicapped, gifted and talented, minority, and low-income youth, and to reduce sex stereotyping in career choice.

4 projects 539,995
to demonstrate training and retraining of persons for conducting career education programs.

13 projects 1,515,669
to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

47 projects 2,002,004
to develop state plans for implementation of career education in the local education agencies of the states. (Wisconsin's grant - $40,000).

U.S. COMMISSIONER'S NATIONAL CONFERENCE HAILS ADVANCE OF CAREER EDUCATION

Sixty Wisconsin representatives from business, education, government, industry, labor, and professions, and from various organizations of parents and civic/service groups attended the U.S. Commissioner's National Conference on Career Education held in Houston, Texas on November 7-10, 1976. A second day count indicated slightly more than 10,000 had registered for the conference.

Four general sessions were held in Houston's Astroarena, and exhibits and a wide variety of sectionals were provided in the Astrohall.

The first general session featured Dr. Sidney P. Marland, President of the College Entrance Board, who is credited with being the "father of career education." In his opening remarks, Dr. Marland hailed the rapid advance of career education since he coined the term in January 1971 when he stated it would be his number one priority as U.S. Commissioner of Education.

Other general session speakers included: T. H. Bell, Utah Commissioner of Higher Education and former U.S. Commissioner of Education; Richard Terrell, Vice Chairman of the Board for General Motors Corporation; Peter Bommarito, President of United Rubber, Cork, Linoleum and Plastic Workers of America; and Edward Aguirre, U.S. Commissioner of Education.

In addition to four general sessions, participants were given an opportunity to select eight sectional meetings from over 400 topic sessions offered.

Along with commercial exhibits, each state had a booth, and the participants from each state held a caucus to plan state activities following the national conference.

EAU CLAIRE COUNSELORS EXPAND FALL CAREERS PROGRAM

Fall career information programs in Eau Claire High Schools have been running at full tilt. Guidance Newsletters released by both Memorial and North High Guidance Departments reveal a wide range of participation with community resource people, with neighboring school districts, with the area vocational-technical school, and with the university in career programs for high school students.

On September 23, Memorial High School tapped 50 community resource people for an all-school Industrial Arts Career Program. Counselors Carolyn Lindsey and Thomas Frisbie of MHS coordinated this program for students which consisted of three sessions running an hour and one-half each. Thirty major career areas were covered, including service industries, construction, inspection management, layout and design, and techniques. Student Council representatives served as guides.

Memorial and North High School counselors worked with 34 other area high schools in organizing a College/Vocational-Technical/Career Night on October 12, 1976. This event involved 80 resource people representing a wide range of schools, programs, occupations, and careers. Counselor Lindsey reported, "This career program involving some 1200 students was very favorably received. From our follow-up questionnaire, it appears that this could be an annual affair." Representatives covering a wide geographic area were from: Wisconsin Colleges and Universities, Wisconsin Technical Schools, Minnesota Colleges and Universities, Other Out-of-State Colleges and Universities, U.S. Military Services, Job Service, and Proprietary Schools and Training Programs. A Financial Aids Film was also shown.

North High School scheduled a follow-up Career information day on November 3 for seniors, featuring military careers. Representatives from all of the branches of service were available for 400 boys and girls, and these representatives handled discussions on future adult life possibilities in the military.

Other career activities scheduled for students in Eau Claire this year include OVIS and other testing, a session on "Issues and Life Planning," a "Human Responsibility Seminar," and a course in Consumer Education.

SOMETHING FOR EVERYONE - A TUTOR PROGRAM UNDER THE CAREER EDUCATION UMBRELLA

by Max Hines, Kimberly

Do you want to improve services to children in elementary school with academic deficiencies? Would you like to involve more community people in the education process? Wouldn't it be great to assist teachers with their sometimes overwhelming jobs? What about improving parents' skills in dealing with their children? And how about providing an opportunity for exploration of careers dealing with children? All these objectives can be met by implementing a comprehensive tutoring program, using high school students, parents, and other adults as tutors.

The guidance department of Kimberly Public Schools initiated such a program this past year. A flyer was sent out through students to all households; local universities were notified through extension offices, schools of education, and psychology departments; and high school students were notified by the guidance staff. All participants received training in understanding child behavior, ways to change child behavior, typical problems of children, children's basic needs, and basic teaching and counseling techniques. Interested high school students and community adults were invited to four one-hour training sessions. The guidance staff conducted these sessions, training 58 community people, including 35 mothers of elementary school children. Of these 35, many were in search of ways to understand, manage, and motivate their children. These mothers were encouraged to participate in the training sessions with no obligation to tutor thereafter. Those of this group who desired an opportunity to tutor were placed with teachers who would understand and assist them, particularly in the first few weeks. All who wanted to tutor were given assignments with most of them being in the primary grades.

Many people were pleased with the project. Counselors appreciate this avenue to improving parenting skills with the parents' defenses down. The teachers appreciate the assistance provided. The children receive academic enrichment and look forward to the individual attention. The tutors enjoy the insights they have gained and the challenge, warmth, and personal satisfaction derived from their work with elementary school children. A number of the participating high school students and two of the adults are seriously considering careers working with children and have been able to solidify their plans through their tutoring experience.

STATE ADVISORY COMMITTEE FOR CAREER EDUCATION HOLDS FIRST MEETING

The State Advisory Committee for Career Education held its first meeting at the St. Benedict Center, Middleton, Wisconsin on September 24, 1976. Leo Remacle, Counselor Educator at the University of Wisconsin - Oshkosh, was elected Chairman, and Norbert Wurtzel, Director of District One Technical Institute - Eau Claire, was elected Vice-Chairman.

The 37 member advisory committee represents a wide variety of educational institutions and organizations, state agencies, agriculture, business, industry, labor, professions, parents, and civic/service groups. Its prime current responsibility is to provide information and advice to the State Task Force for the Development of a State Plan for Career Education. This task force consists of representatives from the Department of Public Instruction, the Board of Vocational, Technical and Adult Education, the University System, and the Wisconsin Association of Independent Colleges and Universities.

A good share of its meeting day was spent in providing suggestions concerning an initial assessment of needs and a survey of resources as essential first steps in the development of the state plan. Recommendations were made concerning both methods of gathering the needed information and questions to be asked.

CONSORTIUM MEMBER IS PRESENTER AT SECONDARY SCHOOL ADMINISTRATORS' ASSOCIATION MEETING

Roland Cross, Assistant Superintendent in Oregon, Wisconsin, was one of eight presenters at a Wisconsin Secondary Administrators' Association meeting held in Madison on September 27-28. Mr. Cross's sectional dealt with Career Education and was presented twice during the Monday afternoon session. Organization and Management of Oregon's K-12 Career Education program was the central theme of the presentation. Much interest was shown on the part of participants in the partnership concept currently being pursued by the Career Education Consortium.

WATERTOWN BUSINESS AND INDUSTRY SUPPORT CAREER EDUCATION

In order for Career Education to be effective in any community, all facets of the community need to be included. Watertown is an example where business and industry are putting forth an extra effort to get realism back into the educational classroom through better understanding of the World of Work as it relates to the teacing of solid academics. This of course is a prime goal of career education, the mastering of basic skills and how they relate to the World of Work.

Non-School Work Experience for Teachers

This past summer, 34 teachers from Kindergarten through Vocational School levels were able to have experiences in 38 local businesses and industries during a one week workshop. The results were so positive from both staff and business and industry that an expanded program is being planned. The Business, Industry, Education Committee of the Chamber of Commerce and the Staff Liaison Committee propose to set up a long range plan that will run over five years and will involve teachers in a variety of work stations. The planning committee will be composed of members from business, industry, education, school administration, and the local teacher organization.

Sponsor Participants in National Conference

Watertown industry also supported the National Conference on Career Education in Houston, Texas, in November. For example, Loeb Industries sent Jan Rickerman as a representative from their firm. Mr. Rickerman also serves as an industry representative on the local Career Search Committee. In addition, Watertown Daily Times, Rotary, Brandt Inc., Lindberg, Durant, and McDonald's sponsored one elementary, one junior high, and two senior high staff members at the national conference.

Industry believes in career education and is willing to support it; but they must be "told the story."

SHAWANO BANK AND SCHOOL DISTRICT INVOLVE PARENTS IN CAREER EDUCATION

The Citizens State Bank of Shawano recently teamed with the Shawano-Gresham School District to promote career education activities in the home. The bank was responsible for the purchase and distribution of materials that contained current information on many career topics; and these materials were mailed to the parents of all sophomore and junior students at Shawano High School.

In the Wisconsin Senior Survey, students who participated identified their parents as their prime source of information in making career decisions. The materials sent to them contained information parents could discuss with their children.

All parents were requested to respond and indicate whether or not they planned to use the materials; and the responses have been very favorable. The Shawano-Gresham School District is using this feedback to determine the effectiveness of these materials in involving parents and the community in its career education program.

OREGON MIDDLE SCHOOL STUDENTS STUDY CAREERS AT WYALUSING STATE PARK

Sixth grade students were recently involved in a one-week Outdoor Education experience at Wyalusing State Park. Area foresters from Boscobel, Lancaster, and Dodgeville, spent two days with the group demonstrating and talking with the students about the importance of forestry related careers. Demonstrations included forestry management, lumber sales, land survey techniques, and logging procedures. The state naturalist and park director each interacted with the students in terms of the many areas of biological expertise needed to understand and manage a park environment. A fire safety expert demonstrated equipment capabilities and explained the many job responsibilities inherent in his role of safety maintenance. Overall, students became quite aware of the many career interactions necessary to maintain a leisure time facility with recreational possibilities for many.

ARTICLES INVITED.
SHARE YOUR EXPERIENCES!

Published monthly by the
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

Bulk Rate
U. S. Postage
Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:

K-12 CAREER EDUCATION CONSORTIUM NEWS

Wisconsin Department of Public Instruction

Vol. II December, 1976 No. 3

WEYAUWEGA JOINS CAREER EDUCATION MOVEMENT

The Weyauwega Area School District-Francis Roeder, Superintendent-has elected to participate as a partner school with Kimberly. Weyauwega is located in South Central Waupaca County and has a total school enrollment of 1285 students.

After initial contacts with the administrative team, the idea was presented to the Weyauwega Board of Education, who in turn approved the partner school concept. Phil Gocker, former Kimberly Business Education teacher and Career Education pioneer, is now principal of Weyauwega High School. Phil will serve as liaisonperson as the project develops.

Concentrated efforts will focus on the middle school where Principal Ray Artz has agreed to become involved. An assessment will be made of students, community, and staff, making use of the instruments developed by the Wisconsin Career Education Consortium during the 1975-76 school year. By starting efforts at the middle school, it is felt that a natural progression both ways, elementary and secondary, will evolve.

Weyauwega will be represented at the December 8, 1976 Consortium meeting.

ELEMENTARY SCHOOL COUNSELORS' INSERVICE

Sheboygan psychiatrist Ed Houfek was the consultant for the Sheboygan elementary counselors' inservice workshop on Tuesday, November 30. The topic of the inservice was "Self Development and Self Understanding As It Relates to Career Education in the Elementary School."

Later this winter, the elementary counselors will meet with Jim Augustin, Evaluation Specialist, to develop an instrument designed to test a greater awareness of Self and the World of Work.

CAREER PLANNING FOR EVERYONE AT MADISON MEMORIAL

For too long, basic career decision-mkaing information and skills have been delivered to only those students enrolled in vocational programs or those indicating interest to their counselor. Realizing that all students need career planning, counselors and English teachers at Memorial High School in Madison designed and implemented a program this past October which was designed to meet the career planning needs of all students.

The Memorial Career Planning Unit was offered to over 500 Juniors through English 11 classes, with counselors present during the first four days. Counselors covered factors related to career choice, PSAT, future plans for Juniors, and the California Occupational Preference Survey. Each student was provided with a tour of the new Career and Educational Planning Center.

During the fifth class period, panels of local business people, arranged through the Madison Chamber of Commerce, lent realism to the unit with their comments on the labor market, applications, interviews, job skills, and job performance.

Following the counselor presentations, English teachers seized the opportunity to stress communications skills related to career success. All students completed job study papers, business letters, applications and resumes. Each student participated in a mock interview with most of the faculty donating their services as interviewers.

All parties gave high ratings to the unit with teachers and counselors especially pleased with the opportunity for preplanning during the past summer. Educators wishing more information on the unit or wishing to visit the new career center are invited to contact Gary Sisler, Guidance Director at Memorial High School.

December 1976

SHAWANO OFFERS K-8 SCIENCE UNITS

During the 1975-76 school term, the Shawano-Gresham School District developed a CE demonstration package for the Wisconsin Career Education Consortium Project. The package represents a typical science unit in "Electricity." Career education activities are integrated with content along with language arts implications. The unit is intended to be used at the grade three level and is considered to be transportable.

During the past summer, under the direction of Alfred Hovey, Jr., District Science Coordinator, selected members of the K-8 teaching staff updated all the units of the total science curriculum. They used the same procedure. All the units are considered to be transportable.

As part of the dissemination efforts of the project, the items are available from a limited supply to any school system who would be interested in an integrated Science-Career Education curriculum.

The units by grade are as follows:

GRADE K
1. Animals
2. Water
3. Seeds and Plants
4. Health
5. Senses

GRADE 1
1. Classifying and Beginning Measurement
2. Animals, Mammals, Snakes, Fish
3. Day-Night and the Universe, Planets, Man, Living and Non-Living Things
4. Temperature and Weather
5. A Healthy Body

GRADE 2
1. Light
2. Magnetism
3. Classifying and Measuring
4. Animals
5. Machines

GRADE 3
1. Rocks
2. Sound
3. Desert
4. Heat and Energy
5. Electricity

GRADE 4
1. Light
2. Process-Prediction and Graphs
3. Weather
4. Magnetism
5. Molecules - Atoms - Chemistry

GRADE 5
1. The Earth
2. Micro Life
3. Study of a Woodlot
4. Body Systems
5. Energy and Heat

GRADE 6
1. Sound
2. Scientific Method
3. Light
4. The Metric System
5. Magnetism and Electricity
6. Simple Machines
7. Chemistry

GRADE 7
1. The Cell and Protists
2. Conservation
3. Ecology
4. Plants
5. Body Systems and First Aid
6. Invertebrates
7. Vertebrates

GRADE 8
1. Introduction to Earth Science
2. Time Scale Geological Time
3. Earth History and Paleontology
4. The Earth's Surface
5. Paleontology
6. Minerals
7. Rocks
8. Topography
9. Waters of the Earth
10. Weather and Climate
11. Building up the Earth's Surface
12. Breaking Down of the Earth's Surface
13. Earth and Universe

These materials may be obtained by contacting: Mr. Fred Ponschok, Director of Career and Manpower Development, Shawano High School, Shawano, WI 54166.

To recover postage and packaging costs, a check will need to be included with all orders as follows: Set 1 (K-5), $6.00, Set 2 (6-8) $6.00, Sets 1 & 2 (K-8) $12.00.

CAREER PLANNING SYSTEM AT MADISON EAST

Eleventh-grade students in American History classes at Madison East High School have been enthusiastic in their reception of a mini-careers unit. Two counselors work with the teacher in coordinating activities. The first day the California Occupational Preference System is administered to students, and results are analyzed and explained. Students then select two preferred occupations on which to receive information from WOIS via the computer terminal located in the school's Career Center.

The second day following this selection, half the class at a time visits the Career Center to see the computer in operation and to talk with the counselor aide. Meanwhile, one counselor helps interpret information received and discusses possible training and college programs with the other part of the class.

After the first two classes had taken part in this unit, they were asked to evaluate it. The request was made: "Give us a grade! Grading should be done in terms of the value of the two days to you." The result was 3.36 (A=4). On the question, "Would you recommend that this unit be given to other eleventh-grade U.S. History classes?" every student responded "yes." Results were so encouraging that the guidance department is engaged in reaching every junior this year through the American History classes.

Career Education is emphasized through decision-making classes in the senior year with Senior Career Days as the culminating activity. At present, a ninth-grade class is piloting the Career Planning System from the Alliance for Career Education. It is hoped to expand the use of these resources in the ninth grade and to develop materials for tenth-grade social studies classes (possibly in cooperation with the English department) to emphasize job finding, applications, and interviewing skills.

The ultimate goal is to complete a four-year developmental career planning system within the East High School social studies department itself.

EXPANSION OF CAREER EDUCATION IN WATERTOWN SENIOR HIGH SCHOOL

Many new materials have been made available in the new Reading Instructional Center to expand offerings and assist high school students in the decision-making process of career choice. The center has been developed this year through the administration and capable leadership of Patricia Peterson, a liaison Leader in Career Education and an implementor of career education concepts in her speech and reading classes of Watertown Senior High School.

WATERTOWN CHAMBER OF COMMERCE CONTINUES PLANNING FOR STAFF INSERVICE

The Business Industry Education Committee has taken additional steps to coordinate a Staff Inservice with industry. Recent action includes appointing the staff and administrator to the planning committee, and all industries in the area are being solicited through a mailing for commitment of support.

The general plan will be to set up a long-range goal for staff involvement and experience in a variety of industries.

Positive community support is truly strengthening the Watertown Career Education Program.

COMMUNITY RESOURCE GUIDE DISTRIBUTED

Sheboygan's Community Resource Guide is off the press and is being distributed to each of Sheboygan's 25 schools by CE Coordinator Allen Stessmann during December. The guide is expected to be well received by the 600 plus teachers in the system because all teachers helped compile the information in the guide as a result of their visitations during the pre-session program. Each teacher will be expected to use at least two resources from the guide by the end of the school year.

A teacher who is attempting to teach without inspiring the pupil to learn is hammering on a cold iron. - Horace Mann

SHEBOYGAN MAYOR PROCLAIMS CAREER GUIDANCE WEEK

Sheboygan Mayor Richard Suscha proclaimed the week of November 7-14 as Sheboygan Career Guidance Week. The official proclamation which was presented to Al Stessman, Career Education Coordinator, urged that all citizens observe the week by visiting their schools and by making themselves acquainted with career education and its goals. The proclamation noted that work-life patterns are becoming more difficult to predict and students must become more flexible and prepared for several career changes in a working life. The local newspaper, The Sheboygan Press, made special note of the importance of career education and career guidance by the publication of an editorial on the subject.

TITLE IV PROPOSAL FOR CAREER EDUCATION

A title IV project writing committee headed by Allen Stessmann, Sheboygan Career Education Coordinator, and Paul Dewane, Language Arts Chairman, is preparing to present to the local Title IV screening committee a proposal to provide funding to extend the ninth grade Career Education program in the Language Arts curriculum from the model school (Horace Mann) to the two other junior highs. The proposal, if funded, would provide personnel and materials for inservice, further community involvement, and curriculum development workshops for the targeted people involved.

ARTICLES INVITED.

SHARE YOUR EXPERIENCES

IN CAREER EDUCATION

Published monthly by the
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

Bulk Rate
U. S. Postage
Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:

K-12 CAREER EDUCATION CONSORTIUM NEWS

Wisconsin Department of Public Instruction

Vol. II February, 1977 No. 4

APPLICATIONS FOR USOE FUNDING OF CAREER EDUCATION MUST BE MAILED MARCH 10, 1977

Local education agencies, state education agencies, institutions of higher education, and other non-profit agencies and organizations are again eligible for direct assistance from the Office of Career Education within the U.S. Office of Education for career education projects. Applications must be mailed by March 10, 1977, and received in USOE's Application Control Center by March 15, 1977.

Those interested in obtaining a FY77 Career Education Application Package should write to:

Office of Career Education
USOE - HEW
Room 3108A, ROB #3
7th and D Streets SW
Washington, DC 20202

PERKINS CAREER EDUCATION BILL WOULD PROVIDE ASSISTANCE TO LOCAL DISTRICTS

Carl Perkins, Chairman of the House Education Committee, reintroduced a revised version of his Elementary and Secondary Career Education Act as HR 7 on January 4, 1977. HR 7 is an implementation act, and 85% of the money must go to local school districts. LEAs in turn, must spend 15% of funds received for guidance and counseling. The revised bill calls for a different five year plan for decreasing federal support as follows:

$ 25 million - 1st yr	$ 50 million - 4th yr
100 million - 2nd yr	25 million - 5th yr
75 million - 3rd yr	275 million - TOTAL

Current legislation provides funds for special demonstration projects and the development of state plans for career education. The Perkins Act is needed to provide funds to implement these plans and encourage local efforts.

(continued bottom of column 2)

ANTICIPATED ALLOCATION OF USOE'S FY '77 CAREER EDUCATION FUNDS

It is anticipated that this year's career education funds, administered under Section 406 of the Education Amendments of 1974, will be divided approximately as follows:

1.	Special Projects (About 38 projects averaging $100,000 each)	$ 3,875,000
2.	Projects to develop State Plans for Career Education (About 56 projects averaging $45,000 each)	2,500,000
3.	Procurement Contracts (To be announced in the Commerce Business Daily)	3,760,000
		$10,135,000

Under Special Projects, the anticipated use of funds by categories is:

1.	Incremental Improvement	$ 300,000
2.	Special Settings	
	-High School	100,000
	-Community College	100,000
	-Adult & Community Educ.	100,000
	-Higher Education	100,000
3.	Special Populations	
	-Handicapped	500,000
	-Gifted and Talented	250,000
	-Minorities	100,000
	-Low Income	100,000
	-Reduction of Stereotyping	100,000
4.	Training & Retraining	1,100,000
5.	Communicating Career Education	$ 1,025,000
	TOTAL	$ 3,875,000

Copies of HR 7, Elementary and Secondary Career Education Act of 1977, can be obtained by writing your congressmen. They, in turn, will appreciate your reactions to the bill.

OSHKOSH CAREER EDUCATION PROJECT

An Oshkosh Career Education Curriculum Guide was developed around the sixteen concepts outlined in the Wisconsin State Guide. The Oshkosh guide, which was written by staff members during summer workshops, has served as a basis for infusing career education into the K-12 curriculum objectives.

The current Oshkosh Career Education Project, funded by the Office of Career Education, involves the refinement and implementation of four process models: teacher inservice, counselor as coordinator, community resource development, and leadership training.

Fifty Oshkosh staff members have recently completed a career education leadership course conducted by Dr. Donald Jorgenson of UW-Oshkosh. The intent of the program was to provide participants with specialized training to give support and direction to career education activities in their respective buildings. Course projects were based on objectives in the following areas:

1. eliminate sex stereotyping
2. proper sequencing of activities - eliminate repetition
3. knowledge of available resources
4. develop local materials
5. staff inservice programs
6. develop a communications program
7. special needs of exceptional children, gifted, handicapped, dropouts.

A "plan" based upon the course project reports will aid the Oshkosh staff in implementing career education in their subject and grade level areas.

A committee in the leadership program working on the goal of developing a communications program researched career education. They came up with this definition:

"Career education in the Oshkosh Public Schools is planned to help each student make thoughtful choices throughout his life regarding life style, means of supporting himself, and leisure time. Career education seeks to provide for a development of self-awareness, to make subject matter more meaningful, to be relevant to the world of work, to encourage students to become adaptable to a changing world, and to make sensible use of leisure time."

UPDATE ON THE DEVELOPMENT OF A WISCONSIN STATE PLAN FOR CAREER EDUCATION

The proposal to develop a Wisconsin State Plan for Career Education called for a statewide career education needs assessment and survey of resources. This process is nearly complete. Forty-three LEAs participated in the needs assessments which included third, sixth, ninth, twelfth, and secondary special education students, teachers, counselors, administrators. In addition, parents, adults, and retired persons were included in the statewide sample. Individuals at decision making levels in state government and agencies, educational institutions and associations, occupational organizations, and other support groups were surveyed regarding the following:

1. Their attitudes and opinions about career education, as defined by learner outcomes.
2. What contributions their group could provide for career education.
3. What their group needs in order to make their maximum contributions for career education.

The next step, developing goals and objectives based on the results of the needs assessments and surveys of resources, was begun by the State Advisory Committee for Career Education at their meeting on January 28.

Robert Meyer, Project Director, and Arlys Gessner, Project Researcher/Writer, attended a two-day meeting for State Plan Project Directors, January 31-February 1. It provided a good opportunity to share ideas with the other 47 states and territories that are developing state plans for career education. There will be a second year of funding for the development of state plans. The State Plan Project Officer from USOE, who organized the meeting, responded favorably to our discussion of possible activities for next year's proposal. It is expected that key groups throughout the state, as well as LEA's, will have direct input and opportunities to react to the draft document in a variety of validation activities.

EXPERIENCE BASED CAREER EDUCATION FOND DU LAC, WISCONSIN

Fond du Lac's Experience Based Career Education Program (EBCE), modeled on the plan developed by the Appalachia Educational Laboratory in Charleston, West Virginia, received Federal Funding in October 1976. The 61 students who have elected to leave L. P. Goodrich, the local high school, began participation Monday, January 24. At that point, over 70 businesses or industries within 20 miles of Fond du Lac will have agreed to participate with the Fond du Lac School District in the EBCE program. The people in the community have been very supportive of the program, the parents have shown interest and the students are quite excited and a little apprehensive.

Experience Based Career Education is a relatively new concept in Career Education which uses the vast resources available in the community to help students explore various careers. The participating students are taken out of the regular classroom and allowed to gain experience in a variety of jobs. This enables these students to make better and more realistic career selections.

Basically, Fond du Lac's EBCE program functions as follows: After some self-assessment a student chooses three initial careers which he/she would like to explore. The placement coordinator then tries to place the student with a resource person who has one of these jobs in a cooperating business or industry in the community. The student works with the resource person four days per week, the same hours as the person works, participating as much as possible. In some fields there will be a great deal of "hands-on" experience for the student, while in others the student will be limited strictly to observation. The other day of the week the student will spend back at the Learning Center working with his/her Learning Coordinator (teacher) on his/her academic program. The program is totally individualized for each student; work with the Learning Coordinator is done on a one-to-one basis in the five basic subject areas: Natural Science, Social Science, Mathematics, English Communication and Career Education. Basic Skills in English and Mathematics will be developed and all academic work will be related to the career experience.

(continued bottom of column 2)

WISCONSIN CAREER EDUCATION CONSORTIUM SHARING ITS EXPERIENCE

One of the major objectives of Wisconsin's K-12 Consortium for Improving Career Education is to share its demonstration packets, assessment and evaluation instruments, and other career education ideas, methods, and materials with other school districts in the state and nation.

Consortium members each produced demonstration packages (how-to-do-it packets) and sent them to other consortium members in 1975-76 as a means of sharing strengths within the consortium and obtaining feedback for improvement before making them available to other school districts. Each consortium district also developed assessment and evaluation instruments to meet their local needs. These, too, were sent to other consortium districts for feedback and suggestions for improvement before being compiled into a kit of assessment and evaluation instruments for general dissemination.

Major activities to achieve consortium dissemination objectives have included displays and opportunities to order materials at:

- -State Superintendent's Annual Conference for Directors of Instruction and/or Supervisors of Curriculum Development, September, 1976.
- -State Convention of the Wisconsin Personnel and Guidance Association, October, 1976.
- -National Conference on Career Education in Houston, Texas, November 7-10, 1976.
- -State Convention of the Wisconsin School Board Association, January 19-21, 1977.
- -University of Wisconsin-Stout Annual Guidance Conference, February 10, 1977.

Sectionals and panels have been or will be

(continued on page 4)

The benefits of the EBCE program for the student are far-reaching. Not only will these students be more likely to end up in careers they enjoy, benefiting both employer and employee, but they will develop understanding of the pressures and benefits of other occupations.

For further information contact Ron Nelson, Director EBCE, 161 E. First Street, Fond du Lac, WI 54935. Phone (414)921-2440.

RESOURCE GUIDE AVAILABLE

The Sheboygan Community Resource Guide is complete, and a limited number of copies are available for distribution to Wisconsin school districts interested in following a similar format for a local guide. The Guide gives a brief history of each business, industry or service visited, plus information about salary ranges, employment opportunities and expectancies and job outlook information. The feature of the guide is the section which lists what resources the company has available for use by classroom teachers such as speakers, field trip possibilities, and AV materials. A copy may be obtained from Al Stessman, Career Education Coordinator, Sheboygan Area School District, 830 Virginia Avenue, Sheboygan, WI 53081.

SHEBOYGAN ASSISTS PORT WASHINGTON

Herman Andacht, South High Guidance Counselor and chairman of the Sheboygan Guidance Department served as a consultant to the Port Washington School District in the area of Career education during a full day inservice program in the Port Washington Schools. Port Washington is the partnership district to Sheboygan, and Andacht met with small and large groups of teachers and administrators to talk about methods of implementing Career Education in both elementary as well as secondary and subject matter areas.

Consortium Sharing (continued)

presented at the last three events listed above plus:

-Milwaukee Suburban Guidance Conference, February 8, 1977.
-State Special Education Teacher's Conference, February 11, 1977.

In addition to these displays and presentations, the consortium has publicized the availability of its materials in this newsletter, in the monthly newsletter of the Wisconsin Department of Public Instruction and in its November 1976 catalog of DPI publications.

Administrators and staff personnel of consortium districts (Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown) have continued to serve as resource persons for other districts and to serve as hosts to visiting teams from other school systems.

Published monthly by the
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

Bulk Rate
U. S. Postage
Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:

K-12 CAREER EDUCATION CONSORTIUM NEWS

Wisconsin Department of Public Instruction

Vol. II March, 1977 No. 5

CAREER EDUCATION ACTIVITIES IN THE HOME FOR PARENTS

In support of Career Education activities in the home for parents, the Shawano-Gresham School District has recently completed a five-phase program. The phases include: Preschool, K-4, 5-7, 8-10, and 11-12.

The program consists of a list of activities that parents can select to do with their children at specific grade levels. The lists probably include some of the things parents already do. They might also suggest some additional activities. Both parents are encouraged to become involved.

In preparing the program, recommendations of specialists in the field of career and child development were followed. To provide parents with a better understanding of the program, an introduction, "Helping Your Child to Grow," and a Developmental Chart were included. Also, a list of references, which parents could obtain from the Shawano City-County Library, were added.

The programs will be distributed to all of the students in the District. Two parochial partner schools (K-8), Lutheran and Catholic, will participate in the program as well. Materials for the preschool program will be made available at the local library and elementary school offices. A newspaper article will be run at the time the materials are distributed to the students to alert the parents.

Parents are requested to return a card that will indicate whether or not they will participate. Parents who indicate they will participate in the program will receive a reminder to return the checked lists at the end of April on the activities they have done.

Approximately 3500 programs will be distributed. Plans to continue the program will be dependent on the outcome.

JOB-SEARCHING NIGHTMARES FADE

An Employability Skills Program (ESP) is now available from the Wisconsin Vocational Studies Center, University of Wisconsin-Madison. It is a series of audio-visual instructional modules for high school students that covers topics on job planning, acquisition, satisfaction, and education. The secondary version contains 18 modules using cassette tapes geared to filmstrips.

The Instructor's Guide accompanying the program reproduces the script and provides discussion questions, sample correspondence, and worksheets. The story for the program takes place in a school where six job-seeking students talk with their counselor about how to obtain and hold a job. The counselor has the students do exercises to test their knowledge about employment opportunities. By completing their worksheets, the students are shown how to gather all the necessary personal information, fill out applications, write job letters, and conduct themselves during interviews.

The modules cover: selecting a career; self-understanding; personal papers and data; resume writing; finding job leads, writing job letters; the interview; taking employment tests; wages, deductions and benefits; unions and organizations; on-the-job tips; money management; changing jobs and career ladders; two-year schools and colleges; four-year colleges; and careers in the military.

The Employability Skills Program (secondary version) can be ordered for $360.00 through the Wisconsin Vocational Studies Center, 342 Education Building, University of Wisconsin-Madison, Madison, WI 53706, (608) 263-4367.

SEYMOUR STUDENTS ENJOY MATH

The vocational mathematics course at Seymour Community High School has quickly proven to be an excellent vehicle in teaching the basics to students who have shown little previous interest in math. The key to the program success lies in the thematic approach utilized in the course which allows a student to individually pursue math content which is specifically geared to career interests.

The course is designed for students who have interest in one of the eighteen career areas presently offered. Once enrolled in the program, students learn how mathematics can be a useful tool in helping them solve problems related to their personal vocational interest. Student motivation has increased because mathematical concepts and skills are related to personal career goals rather than to routine drill.

Instruction is based on a few rules and a few tools. Each student selects one or more interest areas and sets up a working schedule with the instructor. Independent study utilizing calculators is preceded by required units in remedial work in basic competencies, metrics, measurement, flow charting and use of the calculator. Successful completion of each unit is required before beginning new units. Steady progress is encouraged for each individual and remedial units are employed to help students over difficult areas.

The mathematics curriculum lends itself very well to career education but courses must be planned to capitalize on student interest and ability. Learning math skills makes little sense to a student if he questions the future value and practical use of classroom experiences. The effective program or teacher is the one which is able to bridge the gap between the present and the future.

Note: A tip of the hat to Plymouth and Kohler High School staffs whom we visited and after whom we patterned our program.

Anyone wishing further information contact, Loren Cismoski, Seymour Community School, Seymour, WI 54165.

WVSC FREE LOAN LIBRARY SEEKS HELP

The Wisconsin Vocational Studies Center, University of Wisconsin-Madison, includes a wide variety of career education resource materials in its free loan library. As a means of improving their services, they have asked the CONSORTIUM NEWS to include the attached communications from them to Wisconsin educators. After reading it, they would appreciate it if you would complete and return the brief attached questionnaire to the address indicated.

SHEBOYGAN CHAMBER OF COMMERCE HEARS REPORT ON WATERTOWN'S TEACHERS' EXPERIENCE IN BUSINESS AND INDUSTRY

Eileen Scott, Area VTAE Coordinator in Watertown, was the guest speaker at the February meeting of the Sheboygan Chamber of Commerce, Education Committee. Ms. Scott outlined the "Teacher in Business and Industry" program currently in operation in the Watertown schools. Watertown teachers spend a specified period of time in a local business or industry related to their teaching field to better acquaint teachers with the relationship of their subject matter to the world of work. Sheboygan hopes to place one teacher from each building (20) on a two-day work experience during the '77-'78 school year.

BRODHEAD TEACHERS VISIT SHEBOYGAN

Charles Bingner, former Career Project Coordinator in Sheboygan and currently Superintendent in Brodhead, Wisconsin, returned to the Sheboygan Career Education Project site with six Brodhead teachers and counselors to see Career Education in progress at Sheboygan's Horace Mann Junior High and South High School. The Social Studies and Science teachers and counselors saw how Career Education can be infused in the school curriculum. They also toured the Career Centers at both schools.

March, 1977

Dear Wisconsin Educator:

Have you ever needed a special curriculum or instructional item and couldn't find it? Have you ever wanted to preview an instructional resource or needed an expensive audiovisual for a one-shot classroom presentation? The WISCONSIN VOCATIONAL STUDIES CENTER, UW--Madison, which is supported with funds from the Bureau of Career and Manpower Development, Wisconsin DPI, offers a service that can help solve your curriculum and instructional materials problems.

The VOCATIONAL EDUCATION RESOURCE MATERIALS CENTER FREE LOAN LIBRARY maintains a collection of over 7500 curriculum, instructional, audiovisual and resource materials in the fields of vocational, career, and special education. Every item in the collection can be loaned FREE OF CHARGE to Wisconsin teachers and other educational personnel.

Materials are listed in EIGHT SUBJECT AREA BIBLIOGRAPHIES:

AGRICULTURAL EDUCATION
BUSINESS EDUCATION
CAREER EDUCATION
DISTRIBUTIVE EDUCATION
HOME ECONOMICS EDUCATION
HEALTH OCCUPATIONS EDUCATION
TRADE & INDUSTRIAL EDUCATION
SPECIAL & HANDICAPPED EDUCATION

These bibliographies are distributed free each year to Wisconsin schools. Departments in each program area get copies of the relevant bibliography, and school media centers and LVECs receive complete sets of all 8 bibliographies.

The service is FREE! No fees or rentals--all you pay is return postage at library rate. Materials are loaned for three weeks on a first-come, first-served basis. There are extra copies of most of the more popular items.

Instructions and forms for ordering are included in each copy of the bibliographies, or you can call or write Gerry Strey, Librarian, Wisconsin Vocational Studies Center, 321 Old Education Bldg., UW--Madison, Madison, WI 53706. Phone: (608) 263-2929

- -

Please help the Voc Ed Resource Library Staff to improve the Library's services by detaching and sending in this mini-questionnaire to Gerry Strey, Wisconsin Vocational Studies Center, 321 Education Bldg., UW--Madison, Madison, WI 53706.

Name_____Phone_____

School & address_____

Have you ever used the Free Loan Library Service? Yes____ No____ If not, why?
____Didn't know it existed ____Never saw a copy of the bibliography in my area
____Saw the bibliography but didn't think any of the materials looked suitable.
____Ordering procedure is too complicated ____Don't need extra teaching materials
____Other (specify)_____

Would you like to receive a copy of any of the bibliographies? If you would, please check the bibliography(ies) desired:

____Agriculture ____Home Economics
____Business ____Health Occupations Ed
____Career ____Trade & Industrial
____Distributive Ed ____Special & Handicapped

THANKS!

March, 1977

PARENT/STUDENT SWAP DAY

For three Tuesdays last month, participating Oregon High School students went to their parents' jobs while the parents attended their sons' or daughters' classes. A total of 87 parents took part in this Parent/ Student Swap Day.

According to Roland Cross, Assistant Superintendent for Instruction, the Swap Day was successful in attaining both of its major objectives. It provided an opportunity for parents to learn about their students' high school program and about the high school in general; and it provided an opportunity for the students to learn about their parents' jobs and other facets of business and industry.

Both parent and student responses to the program were positive and it will no doubt be repeated next year. Further details may be obtained from Roland Cross.

SHADOW EXPERIENCES PROVIDED SENIORS

Twenty-five Sheboygan seniors, most of whom are going on for further education, spent a half-day in a Sheboygan business or industry related to an area of career interest to them. The objective in this "shadow" experience, was to show students how their field of study related to the world of business and technology. Community participants in this project included medical facilities, the YMCA, the Public Library, two banks, the Mayor's office where the students sat in the monthly department head meeting, an architect, a water analysis lab, and several industries. The initial evaluation reports from both the employer and the student indicate that this kind of experience is considered most worthwhile for all participants.

A teacher who is attempting to teach without inspiring the pupil to learn is hammering on a cold iron. - Horace Mann

Published monthly by the
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

Bulk Rate
U. S. Postage
Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:

87

K-12 Career Education Consortium News

Published by Wisconsin Department of Public Instruction

Volume II, No.6 April, 1977

Six Milwaukee Area School Districts Participate in Leadership Training by UCLA

A national career education development and leadership training program entitled, "A Cadre Approach to Career Education Infusion," was conducted for six district teams in the Milwaukee area from March 22-25, 1977. This project, funded by USOE's Office of Career Education, is housed at UCLA and it is conducting four such workshops throughout the nation.

The participating school districts were Brown Deer, Greenfield, Mequon, Shorewood, Waukesha, and West Allis. Each district sent a team of educators, including administrators and teachers, to the four-day workshop. Planning for the workshop was coordinated by Robert Thompto, Supervisor of Career Education for West Allis.

The participating teams used Project Cadre training and materials to develop a career education staff development plan for their local districts. A follow-up of the districts' implementation activities is scheduled for May-June.

Title IV Proposal For Career Education

A Title IV project writing committee headed by Allen Stessmann, Sheboygan Career Education Coordinator, and Paul Dewane, Language Arts Chairman, is preparing to present to the local Title IV screening committee a proposal to provide funding to extend the ninth grade Career Education program in the Language Arts curriculum from the model school (Horace Mann) to the two other junior highs. The proposal, if funded, would provide personnel and materials for inservice, further community involvement, and curriculum development for the targeted people involved.

Career Education Act Passed by House, 398 to 14

HR7, the Elementary and Secondary Career Education Act of 1977 was passed by the House of Representatives by a strong vote of 398 to 14 on April 5. Sponsored by Carl Perkins, Chairman of the Education and Labor Committee, the bill would provide $275 million for implementation to states and local school districts over the next five years with $25 million the first year, $100 million the second year, $75 million the third year, $50 million the fourth year, and $25 million the fifth and final year. Eighty five percent of the money would be passed on to local school districts by the state education agencies.

The bill must now go to the Senate where it is expected a modified version will be introduced shortly by Senator William Hathaway.

Locally Produced Slide/Tape Presentation In Demand

"Sheboygan...Where It's At," a locally produced slide/tape presentation on career opportunities in Sheboygan, has been in use almost weekly by Sheboygan teachers. In addition, the production is scheduled to be used as a part of an inservice in a Sheboygan parochial school. Al Stessmann, Sheboygan's Career Education Coordinator, just used part of the production in a presentation on Career Education to the noon and evening Optimist groups in Sheboygan. Stessmann is also scheduled to talk about Career Education to the Cedar Grove, Wisconsin, noon Kiwanis organization.

Labor, Management, and UW-Oshkosh Team Produces Area Community Resource Guide

(Copies available while they last)

A Fox Cities Area Community Resource Guide for Students, Teachers, and Counselors has been published as the result of a workshop conducted by the University of Wisconsin-Oshkosh in cooperation with the Fox Cities Area Labor-Management Council.

The workshop addressed two career education concepts: (1) that teachers and counselors need to better understand business and industry, and (2) that current and accurate local occupational information is essential to student career decisions.

The format used for the guide includes for each employer a brief paragraph under the following headings: (1) History and Organization, (2) Employment Policies, Requirements and Procedures, (3) Characteristics Sought in Employees, (4) Types of Positions and Duties, (5) Working Conditions, (6) Training Program, (7) Salaries, Fringe Benefits, and Unions Represented, (8) Promotion and Advancement, (9) Employment Outlook, (10) Reasons for Most Terminations, and (11) Whom to Contact.

The first edition of the guide covers only a portion of the employment opportunities in the Fox River Valley; but plans call for expanding it in 1977 to cover all major area businesses and industries, and for continually updating the guide each year.

Special recognition is given to Donald Jorgenson, Professor of Counselor Education, University of Wisconsin-Oshkosh, and Jerry Maloney, Executive Director of the Fox Cities Labor Management Council, for their leadership in this joint effort.

Free copies of the guide are available while the supply lasts from:

Dr. Donald Jorgenson
Counselor Education Department
University of Wisconsin-Oshkosh
Oshkosh, WI 54901

Women's Week at Madison East High School

The second annual Women's Week, with the theme "New Roles for Women", was held at Madison East High the week of March 14-18. A panel of students introduced the week with a discussion of how the "double standard" affects teenagers and how new roles for women affect their daily lives. Areas discussed included school, social events, jobs, and the justice system. Emphasis on "Women in Public Life: Leadership Roles for Women" was brought out by State Representative Midge Miller and Supreme Court Justice Shirley Abrahamson who spoke and answered questions on successive days in the Margaret Williams Theatre.

During the latter part of the week the theme was carried out through a stress on non-traditional career roles. On Thursday Prof. Lois Greenfield, from the UW School of Engineering, gave a presentation on "Engineering -- A Career for Women?". On Friday a slide presentation and discussion on the skilled trades was given by Andrea Graf, director, Skilled Jobs for Women and by Gloria Geiger, Apprenticeship Division, DILHR.

During the week, films were shown daily in the Forum, and departments were encouraged to make special recognition of the week in individual classes. Some entire classes attended presentations, while students who had free hours or could make special arrangements with their teachers attended as individuals. The objective of the week, which was sponsored by the Women's Career Council, under co-chairs Counselor Dolores Harvey and Career Education Coordinator Shirley Jane Kaub, was to make East High students aware of the many opportunities that are available to women today and to help them understand how the changing role of women in our society will result in increased freedom for men as well as women.

- - * - -

Articles Invited!

Share your experience in career education!

K-12 Career Education Consortium News

Monographs On Career Education Available

A series of monographs on career education have been published over the past two years by the U.S. Department of Health, Education, and Welfare, Office of Education, which covers a wide range of subjects. Titles include:

- *Application of the Concept of Career Education to Higher Education*
- *Career Education and the Business-Labor-Industry Community*
- *Career Education and Human Resources*
- *Career Education and the Meanings of Work*
- *Career Education and Vocational Education*
- *Career Education for Special Populations*
- *Classroom Teachers and Career Education*
- *Community Resources for Career Education*
- *Conditions in Education Calling for Reform*
- *K-12 Classroom Teachers and Career Education*
- *The Liberal Arts and Career Education*
- *Prospectives for the Problem of Evaluation in Career Education*
- *The Professional Education of Human Services Personnel*
- *Refining the Career Education Concept*
- *The Reserve Army of the Underemployed*
- *The School Counselor and Career Education*

Others are to follow in this series.

Copies of these monographs may be obtained, while the supply lasts, by writing to the Office of Career Education, USOE-HEW, ROB #3, 7th and D Streets SW, Washington, DC 20202, or to the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

- - * - -

Resource Person In The Classroom

Al Stessmann, Career Education Coordinator for the Sheboygan Area School District, has helped to coordinate the "Resource Person in the Classroom" for the ninth grade language arts Career Search program. Although the program has been functioning for a number of years, the junior high schools found the recently developed Community Resource Guide to be a great help in locating speakers and other resources for the program. (Continued in column two.)

Help Wanted: Improving Evaluation Tools

The Wisconsin Career Education Consortium has been actively involved in developing and disseminating a kit of evaluation tools for all persons who are interested in improving career education. The Consortium has been very pleased with the enthusiastic reception of its evaluation materials by career education practitioners across the state and nation.

The WCEC is now in the process of surveying all recipients of its "Kit of Assessment and Evaluation Instruments for Career Education". Copies of the survey were mailed recently and will provide the consortium with valuable information on the extent and nature of use of the kit's contents. Results of the survey will be used to refine and expand the kit's contents prior to printing a second edition at the end of the WCEC's current project year in June.

If you have received the survey, please be sure to complete and return it! Copies of locally adapted or modified instruments and reports of data collected with the instruments will be particularly welcomed. For those unfamiliar with the kit of evaluation tools, a copy can be obtained by contacting the WCEC project director, Robert S. Meyer, Wisconsin Department of Public Instruction.

- - * - -

Horace Mann (a pilot career education school in an earlier phase of the Career Education project in Sheboygan) will have over 20 speakers visit with interested students over a four-week period. The careers represented include: Radio/TV, Hair Styling, Auto Mechanics, Hotel/Motel Management, Mortuary Science, Aviation, Conservation, Accounting, and more. All 9th graders will also be presented with an informational session provided by the University of Wisconsin-Sheboygan, Lakeshore Technical Institute and a session with a professional area personnel manager who will discuss "How to Get a Job". The personnel managers will conduct mock interviews and talk about job applications.

The program is supplemented in the Language Arts classroom with a research paper which uses library and community resources. Each student is also required to interview additional community people in related fields.

Regional Workshops On Career Education For Rural Schools Sponsored By USOE Project

Five regional career education workshops for rural schools are to be conducted by the USOE funded career education project working out of Cashmere, Washington. They are scheduled for: (1) St. Louis, April 18-22; (2) Boston, May 2-6; (3) Denver, June 13-17; (4) Knoxville, July 18-22: and (5) Portland; August 8-12.

The project's goal is to communicate successful career education practices to rural schools. The workshops are designed to give participants practical advice for implementing career education or for improving existing programs. They are geared to the special problems faced by rural schools and promise to send participants home "buzzing with new ideas". Participants will develop a unified, sequential *ACTION PLAN* for implementing career education in their home districts. *For more information, write to:* Ms. Bernie Griffith, Director, Career Education Project, Cashmere School District, 210 South Division, Cashmere, WA 98815.

Anthropology. What Is It? Anthropologists. What Do They Do?

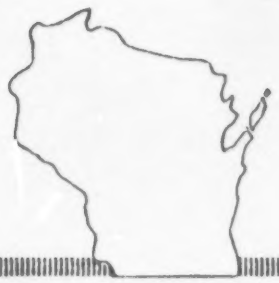
Anthropologists are usually identified with the intersection of cultures and subcultures but they are involved in many other areas: medicine, ecology, history, social behavior, education. In fact, their interests are so diverse that they are often described as the general practitioners among social scientists. More and more students are majoring in anthropology, and many other departments are encouraging their students to sign up for anthropology courses because of its breadth. If you or your students want to learn more about this expanding field, or to have an anthropologist visit during your school's Careers Day, write Careers, American Anthropological Association, 1703 New Hampshire Avenue NW, Washington, DC 20009.

K-12 Career Education Consortium News
published monthly by the
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

bulk rate
U.S. Postage Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:



K-12 Career Education Consortium News

Published by Wisconsin Department of Public Instruction

Volume II, No. 7 May, 1977

Sheboygan's "Shadowing" Experiences

Sheboygan's initial experiment with "shadowing" for 20 juniors and seniors was conducted during March, 1977. Twenty students selected by their subject area teachers were sent to sites of interest to them. For example, two chemistry students visited with engineers at Donahue and Associates, a local firm which specializes in soil and water sampling. Two spent their time at a local bank where they observed a variety of career possibilities. Several students spent time at a local industry. One who was interested in furniture manufacturing spent his morning with the plant manager of a furniture plant.

Both the students and the employers were asked to complete a short evaluation form after the visitations. Without exception, all participants felt the program had many positive aspects and should be expanded. Next year, Sheboygan plans to provide similar shadowing experiences for 60 students.

- - * - -

Shawano Job Fair Well Received

The Shawano High School Guidance Department, Business and Professional Women, Kiwanis, Lions, and Rotary all combined their efforts to provide a Job Fair the evening of May 3. The fair was planned to meet the need for informing youth about opportunities within the county, since a recent survey showed that many young people are returning to their home towns. (50% of Shawano's 1971 graduates now reside within 25 miles of Shawano.)

A wide variety of community resource persons were scheduled for 25 minute presentations about jobs performed in the Shawano area, with five minute breaks for students and parents to move to another resource person.

According to Phil Erickson, High School Counselor and Job Fair Chairman, the committee plans to make the Job Fair an annual event.

AASA and NSBA Jointly Sponsor Regional Career Education Seminars

The American Association of School Administrators and the National School Board Association have jointly sponsored six regional seminars on career education this school year. The purpose of these seminars has been to acquaint school board members and school administrators with career education as a means of improving American education. Participants were reminded that one of the goals of education is to prepare young people for adult life, including the earning of a living.

School districts were invited to send a team of two school board members, their superintendents, and the persons given primary responsibilities for career education in their districts.

The last seminar was held in Chicago on May 13-15, 1977, for the states of: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Wisconsin.

An excellent program was provided, starting at 10:00 a.m. on Friday and ending at 12:30 p.m. on Sunday.

- - * - -

Consortium Practitioner Contributes To ETN Career Education Course

Sally Meerdink, Reading Specialist at Sheboygan's Urban Junior High School recently served as a resource person for UW-Whitewater's graduate course in career education taught via Wisconsin's Educational Telephone Network by Dr. Dale Stehno.

Ms. Meerdink, a former student in the ETN course, told about Sheboygan's K-12 career education program and discussed Sheboygan's involvement in the Wisconsin Career Education Consortium, now in its second year as a federal demonstration project. More specifically, Ms. Meerdink also described the Urban Junior High program and the implications of career education for all subject areas and all grade levels.

My John/Mary Is Great Because - -

Are you looking for a good self awareness idea? Here is a dandy! It was developed by the teachers and parents of Eau Claire's Sherman Elementary School. The purpose of the unit was to help children develop more positive self concepts and to think well of themselves and of each other.

Parents were asked to make one minute tape recordings about their children, and the following guidelines were provided: (1) be completely honest, (2) do not refer to physical characteristics (such as curly hair or "good looks"), and (3) be sure the statement is positive in nature. A sample statement was also given which began, "My son, Bill, is *GREAT* because - - -."

Slide pictures were also taken of each child, and on "I Am Great Day," a slide/tape show was viewed by parents and students. While each child's picture was shown on the screen, the parent's voice was heard saying why the child was "*great*".

Because of the excellent cooperation of parents, teachers, and children in making the slide/tape presentation (and the banners, flags, and parade that went with it), good positive feelings were had by all.

- - * - -

Careers In The Humanities

In recent years, Eau Claire has been substituting career days for various clusters of occupations for the general career day of the past. For example, according to Tom Frisbie, Counselor at Eau Claire Memorial High School, their guidance department has sponsored three career programs this year: in business, industry, and the humanities. The final career program featuring career in the humanities was held on April 28, 1977.

Students were able to discuss career interests and opportunities with approximately 30 resource persons including artists, authors, poets, musicians, composers, journalists, translators, interpreters, and teachers.

Three separate sessions were held throughout the school day to allow all MHS students an opportunity to participate in the program. Each resource person conducted three 20 minute mini-programs for different groups of approximately 6-12 students. Pre-

(Continued bottom of second column)

Demonstration Packets Now Available On Health Careers and Experience in Business and Industry For School Counselors and Teachers

The Wisconsin Career Education Consortium has produced more than 20 demonstration packets as a means of sharing strengths in various aspects of career education among the consortium districts and others in the state and nation.

The two latest additions to its list of demonstration packets have been developed by the Watertown Unified School District and duplicated for distribution by the consortium project.

The Health Careers Unit described in the packet places great emphasis on self as it relates to career exploration and it can be used with both junior and senior high school students. The outline of work developed is to be utilized in connection with and not in addition to present curriculum. It also requires very extensive use of community resources and includes: (1) classroom discussions, (2) community worker presentations, (3) visits to health care facilities in area and neighboring communities, and (4) mock interviews for health occupations.

The packet on Providing Experience in Business and Industry describes a summer workshop which was organized to give school counselors and teachers an opportunity to spend three full days "on-the-job" in a chosen area business or industry related to their classroom and/or subject. The first day was devoted to an introduction and orientation to the purpose of the workshop, and the fifth and final day was used for concluding activities and evaluation.

- - * - -

senters included in their discussions such career information as educational and physical requirements, personal challenges and satisfactions, limitations and drawbacks, and other pertinent information relating to their work.

Many presenters wore professional garb and brought tools and equipment characteristic of their profession.

Art, English, foreign language, and music students attended these sessions during their regular class periods while other interested students attended on a "walk-in" basis. The program attracted approximately 1,150 students.

Proof That Career Education Works!

In a paper presented as part of a panel at the Commissioner's National Conference on Career Education in Houston, Texas, on November 8, 1976, Dr. Sidney High, Program Director for USOE's Career Education Office, addressed the question, "What proof do we have that career education works?" In responding to this question, Dr. High listed six goals representing the core of most definitions of career education and rephrased the question to read, "What proof do we have that career education can attain these goals?" In listing the goals, Dr. High stated that career education seeks to produce individuals who, when they leave school (at any age or at any level) are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with a personally meaningful set of work values that foster in them a desire to work.

3. Equipped with career decision-making skills, job-hunting skills, and job-getting skills.

4. Equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

5. Equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions.

6. Aware of means available to themselves for changing career options -- of societal and personal constraints impinging on career alternatives.

Dr. High then proceeded to cite data from several studies addressing one or more of the six goals which indicated that career education can attain these goals.

Those interested in obtaining a copy of this paper with its supportive data should send their requests to: *Robert S. Meyer, Supervisor of Career Education, Dept. of Public Instruction, 126 Langdon Street, Madison, WI 53702.*

Consortium Practitioners Share Experiences With DPI Supervisors

On May 9, approximately 40 practitioners from Wisconsin's Career Education Consortium met with approximately 40 people from the Wisconsin Department of Public Instruction to share experiences. Russell Mosely, Deputy Administrator, Instructional Services Division, presided at this seminar.

Barbara Thompson, State Superintendent of Public Instruction, opened the meeting and quoted a portion of the Position Statement of the Council of Chief State School Officers on Career Education which refers to career education as "an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development" and which "extends the academic world to the world of work."

Robert Van Raalte, Assistant Superintendent for Instructional Services, closed the seminar with several thought provoking comments concerning the future of career education, and he stressed the importance of all state supervisors becoming familiar with career education as another methodology/approach/strategy that can be used to improve guidance and instructional programs throughout the state.

The agenda also included: (1) The Current Status of Career Education, (2) the Role of State Supervisors in the State Plan for Career Education, (3) Staff Development for Career Education, (4) The Infusion of Career Education in the Total Curriculum, (5) The Infusion of Career Education in academic education, vocational education, and pupil services, and (6) Small group discussion on integrating career education with specific subject areas.

The small discussion proved to be one of the highlights of the morning. They provided an opportunity for state department personnel to meet with practitioners in their respective disciplines and learn how they have been integrating career education with their ongoing programs. The practitioners represented the consortium school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

Health Occupations Education

This was the first year that health occupations education (HOE) students participated formally in a national vocational youth organization. Two HOE programs, Big North Vocational Center, Wautoma, and Superior High School joined VICA (Vocational Industrial Clubs of America representing trade, industrial, technical and health occupations) receiving their charters at the Fourth Annual VICA State Leadership Conference held April 15 and 16, 1977, at Green Lake, Wis.

The students entered both the VICA Leadership events and the Health Occupations Skill Events which involved a series of procedures; i.e. temperature, pulse, and respiration; blood pressure; bed making; and equipment identification, and a separate health skills oral presentation.

The first place winner of the Leadership Event, opening and closing ceremonies which was open to all VICA members, was Superior High School; Mark Manion, Stephen King, Jody Moran, Mary Manion, Teresa Quam, Bea Bonet, Desiree Currie.

In the competitive skill events, the first, second, and third place winners, were Kathy Klimke, Big North, Kathy Jones, Big North, and Mary Manion, Superior, respectively. In the oral presentation event, the first place winner was Kathy Klimke. Kathy Klimke has entered the national VICA Skill Olympics to be held in Cincinnati, Ohio, June 21 to 24, 1977.

The high school HOE students and the judges of the competitive events, practical nursing and operating room assistant students at Moraine Park Technical Institute, even were very pleased with their morning's work. All the judges have volunteered for next year even though they will then be licensed practical nurses.

K-12 Career Education Consortium News
published monthly by the
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

bulk rate
U.S. Postage Paid
Permit No. 1369
Madison, WI
53702

TO: The Local Coordinator of K-12 Career Education

In care of:

DPI-BCMD-CEC-RSM-5/77

Preservice for Vocational Guidance Personnel

This project, funded under the National Vocational Education Personnel Development Training Act, involves developing a course in career guidance and conducting a national workshop designed to assist teacher education departments in incorporating the course materials into their curriculum.

The Wisconsin Vocational Studies Center wishes to announce this national EPDA workshop entitled "Career Education, Career Guidance and Occupational Competence" designed to provide counselor and vocational teacher educators with inservice assistance in developing or updating career guidance program offerings.

The national EPDA workshop will be held in Madison, Wis., on May 31, June 1 and 2, 1977. Two workshop participants from each of 25 colleges and universities will attend.

The thrust of this workshop will be the presentation of a career guidance course model along with alternate strategies and support media which an institution might adopt as a package or use to augment existing courses. The inservice is also designed to familiarize participants with career guidance resources and presentation strategies. Interested educators will be able to leave with the content and process for either a complete course or for modules appropriate to existing courses.

The course and workshop materials are being developed by University of Wisconsin professional staff from the Departments of Counseling and Guidance, Educational Administration, and Continuing and Vocational Education; the Wisconsin Vocational Studies Center; and the Instructional Media Distribution Center.

WCEC Tackles Evaluation Problems

A desire among K-12 students to explore and test their interests and aptitudes in various occupational and leisure pursuits is one of many learner outcomes that the Wisconsin Career Education Consortium (WCEC) is working toward this year.

WCEC is a federally funded project and is comprised of the Wisconsin Department of Public Instruction (DPI) and seven school districts: Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. The project director is Robert S. Meyer of the DPI. The seven participating school districts represent one large school system, two medium-sized systems, and four small school districts.

Evaluation Objectives

The project's numerous consortium-wide and local district activities focus upon improvement of existing career education programs. James Augustin, Evaluation Specialist at the Wisconsin Vocational Studies Center, serves as half-time consultant to the seven school districts in their efforts to expand and improve local career education evaluation activities. Evaluation objectives include:

1. fostering a greater acceptance, among practitioners, of evaluation as a tool for improving career education strategies;
2. acquainting practitioners with basic evaluation designs and procedures;
3. measuring the impact that specific career education methods have on students; and
4. providing local districts with improved instruments for measuring needs, program processes, and student outcomes.

Consortium Kit

"The consortium has made great strides in fostering a greater acceptance and understanding of evaluation among career education practitioners both within and outside the consortium," Jim observed. One of the more tangible results of the consortium evaluation activities is a kit of consortium-developed and field-tested assessment instruments. Instruments have been designed for the varied purposes of evaluating career education materials, processes, and learner outcomes. Several needs assessment instruments are also included in the kit.

Some of the sections within the consortium's kit provides the career education practitioner with guidelines for using the kit's instruments and information on the evaluation designs most appropriate for career education. WCEC members hope that sharing tools such as those in the assessment and evaluation kit will help to not only build a better acceptance and understanding of evaluation among practitioners, but also stimulate these people to regularly evaluate their own career education efforts. "The consortium members believe that evaluation plays a key role in identifying and developing the most effective career education strategies," commented Jim.

center news

For further information on any of the topics discussed in this newsletter, please contact the Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, WI 53706 (608-263-3696).

Merle E. Strong
director

Roger H. Lambert
associate director

Jean M. Padrutt
editor

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
321 Education Building, Box 49
Madison, WI 53706

University of Wisconsin - Madison

Non-Profit Org.
U.S. Postage
PAID
Madison, Wis.
Permit No. 658

Results

Assessment and Evaluation Kit Questionnaire

Questionnaires were mailed to 225 persons in Wisconsin and across the nation who had requested the AE kit during the period between June 1976 and March 1977. A second questionnaire and follow-up letter were sent to non-respondents approximately four weeks after the initial mailing on March 30. A total of 93 questionnaires (41%) were returned. Fifteen respondents said they had never received the AE kit and most of these said they were still interested in obtaining one. Twenty-four persons wrote notes explaining that they had skimmed or read the kits' contents, but had not yet used the contents and, consequently, were unable to answer many of the evaluation questions. Of these 24, several had requested the kit so that it could be placed with other career education resources available to school personnel. Several others had forwarded the kit to a particular person interested in career education. Results indicate that recipients are circulating the AE kit among many other persons in their school districts.

Results in the form of frequencies are reported on the instrument itself. The "n" for each question varies since every kit user did not respond to every question. "Have not used" responses were not tallied for items 2-21 since some persons designated no use with checks while others designated no use by leaving the response blank.

The data reported have been left as raw numbers or frequencies. The user feedback has been very helpful in making decisions on how to revise and expand the kit for a second edition.

ASSESSMENT AND EVALUATION KIT QUESTIONNAIRE

1. How did you first learn about the Wisconsin Career Education Consortium's assessment and evaluation (AE) kit?

(1) 19 WCEC Newsletter
(2) 13 DPI publications listing
(3) 16 display at a conference/convention
(4) 10 presentation at a conference/convention
(5) 12 other (please specify _____)

2-21. Have you used any of the instruments in the AE kit?
Place a check (✓) in the appropriate PAST USE column (A) for each instrument.
Indicate any plans to use an instrument at a later date by checking the FUTURE USE column (B).
Check the DATA column (C) if there are results available which you would be willing to share with the WCEC.

PLEASE ENCLOSE COPIES OF ANY MODIFIED INSTRUMENTS AND REPORTS OF RESULTS WHICH YOU HAVE. THESE WILL BE HELPFUL IN FURTHER REFINING AND VALIDATING THE KIT AND WILL BE GREATLY APPRECIATED!

Name of Instrument	A PAST USE (check one) Used as Appears in Kit (1)	Have Not Used (2)	Used a Modified Version (3)	B FUTURE USE Definite Plans for Future Use (4)	C DATA Results are Available (5)
2. Student Career Development Needs Assessment	9		10	20	3
3. Assessment of Curriculum Development Competencies	3		3	7	1
4. Self Development Needs Assessments	7		6	14	1
5. Newsletter Survey	6		2	10	2
6. Career Education - Basic Skills Materials Evaluation Form	5		5	12	1
7. Demonstration Package Feedback Form	4		2	11	1
8. Instrument Draft Feedback Form	3		4	8	1
9. Evaluating an Assessment Instrument	6		3	12	0
10. Survey for Identifying Resources Available to Public Schools	8		8	16	1
11. Career Education Activities Survey	12		6	14	3
12. Career Education Activity Log	8		4	15	2
13. Staff Involvement Survey	10		11	18	3
14. Parent Survey	8		7	16	3
15. Career Education Workshop Evaluation	7		6	9	3
16. Meeting Evaluation	5		4	13	1
17. Teacher Survey: Middle and High School	9		6	12	3
18. Student Assessment of Career Development Activities	5		8	13	3
19. Student Questionnaire on Guidance Services	4		7	17	2
20. About My Classroom	9		2	15	3
21. Interaction Experience with Business People	4		4	12	2

22. At what level have the kit's contents most often been used?

(1) 15 Elementary
(2) 22 Middle/Junior High School
(3) 20 Senior High School
(4) 2 Post Secondary
(5) 6 Other (please describe _____)

23. How would you describe the usability of the kit's contents?

(1) 14 Very easy to use
(2) 33 Easy to use
(3) 4 Difficult to use
(4) 0 Very difficult to use

24. How helpful is the AE kit's section titled "Notes on Using the Kit"?

(1) 17 Very helpful
(2) 23 Moderately helpful
(3) 6 Slightly helpful
(4) 0 No help
(5) 8 Have not used or referred to this section

25. How helpful is the kit's section on "Guidelines for Developing and Utilizing Career Education Assessment Instruments"?

(1) 20 Very helpful
(2) 18 Moderately helpful
(3) 6 Slightly helpful
(4) 0 No help
(5) 9 Have not used or referred to the guidelines

26. How helpful is the kit's section titled "Selected Evaluation Designs"?

(1) 12 Very helpful
(2) 24 Moderately helpful
(3) 5 Slightly helpful
(4) 0 No help
(5) 11 Have not used or referred to the designs

27. Have you used any of the published instruments reviewed in the kit?

(1) 6 Yes (Please list _____
(2) 42 No
_____)

28. Which features of the AE kit do you like best?

Why?

29. Which features, if any, would you like to see improved or added?

Suggestions:

30. With whom have you shared the kit? (Check all that apply.)

(1) 22 Administrators
(2) 4 Business, industry and labor persons
(3) 14 Career Education Coordinator
(4) 36 Counselor
(5) 10 Curriculum supervisor
(6) 4 Parents
(7) 5 School board members
(8) 28 Teachers
(9) 7 Others (please describe
_____)

31. What is your position?

(1) 9 School administrator
(2) 0 Business, industry, or labor representative
(3) 18 Career Education Coordinator
(4) 18 Counselor
(5) 0 Curriculum supervisor
(6) 0 School board member
(7) 4 Teacher
(8) 16 Other (please describe
_____)

Thank you for responding. Please return to:

James W. Augustin
Wisconsin Vocational Studies Center
321 Education Building, Box 49
University of Wisconsin-Madison
Madison, WI 53706

#28 Which features of the AE kit do you like best?

Good Kit overall Why? Simplicity of use.

Comprehensive Why? School, Home & Community implications

Ability to simply remove a tool and duplicate for quick use.

Simple & easy to use easy to tabulate

Ease of implementation of instruments Why? To the point

The actual instruments Why? It's helpful to see what others have developed when deciding on an effective instrument for your own situation.

Presentation of materials Why? Format is well-designed

Completeness Why? Easy to use

Information on Published Instruments Why? It was pertinent to our needs of planning a dropout prevention program.

The example of instruments.

All - excellent resource

Guidelines for reviewing kits and materials
Why? It is difficult to objectively review and evaluate materials in career ed. for the classroom.

Brief, to the point, surveys. Versitile - Many units are adaptable to our school situation with minor adjustments.

Identification of student needs. Why? This was an area on which career ed. should have been based. Materials were not available nine yrs. ago.

Assessment Why? Helps us to know what areas we need help in, and also what our strengths are.

The overall structure is quite helpful Why? Good starting point

Classroom evaluation Why? Ways of blending Career Ed. in the classroom

Parent Survey Why? We have used this year with excellent return & results.

Its completeness

Applied to areas that was needed

Entire kit was useful to our purpose of developing our own assessment procedures.
Why? Provided a set of proven ideas for our examination.

The fact that I now have a "one" resource guide to use in career education rather than pulling the information from so many resources.

I haven't given all a fair trial.

#28 continued Which features of the AE kit do you like best?

Readibility

It was fairly easy to follow.

fairly easy to understand and implement

Samples Why? It provides a basis through which our local districts can further develop or use the existing material.

USING CAREER EDUCATION STRATEGIES TO IMPROVE EDUCATIONAL OUTCOMES
AND FACILITATE INDIVIDUAL CAREER DEVELOPMENT

(An informational seminar for SEA Personnel presented by the Wisconsin Career Education Consortium)

Wisconsin Center, 702 Langdon Street, Madison, Wisconsin
May 9, 1977

Presiding: Russell Mosely, Deputy Administrator for Curriculum
Wisconsin Department of Public Instruction

AGENDA

8:00 a.m. -- Registration

8:30 -- The need to consider positive SEA leadership in all disciplines if we are to move from demonstration projects to statewide implementation of career education.
. Barbara Thompson, State Superintendent of Public Instruction

8:45 -- Current status of career education and introduction of consortium's local directors.
. Robert Meyer, Supervisor of Career Education and Director of Wisconsin's Consortium for Improving Career Education

9:00 -- Role of SEA personnel in overall state plan for career education.
. Arlys Gessner, Writer for State Plan Project

9:10 -- Staff development for career education.
. Ellen Meister, Project Director for Madison, and East Area Director for Madison Public Schools
. Clifford Stanford, Project Director for Eau Claire, and Administrative Assistant for Federal Programs

9:30 -- Infusion of career education with the total curriculum.
. Eileen Scott, Project Director for Watertown, and VTAE Coordinator
. Roland Cross, Project Director for Oregon, and Assistant Superintendent for Instruction

9:50 -- BREAK

10:00 -- Infusion of career education in:
1. Academic areas - Patricia Peterson and Rosemary Weyeneth of Watertown
2. Vocational areas - Jim Olstad of Oregon
3. Pupil Services - Tom Frisbie of Eau Claire

10:40 a.m. -- Small group meetings on infusion of career education with:

1. English, Foreign Language, and Social Studies
2. Mathematics and Science
3. Art, Music, and Physical Education
4. Agriculture and Industrial Arts
5. Business Education and Distributive Education
6. Home Economics and Health
7. Pupil Services
8. Elementary School
9. Special Needs

NOTE: (See attached sheets for group assignments and room numbers)

11:20 -- A look to the future.
. Robert Van Raalte, Assistant Superintendent for Instructional Services

11:30 -- Adjourn